DOCUMENT RESUME

ED 160 873 08 CE 018 332

AUTHOR	Allen, David
TITLE	An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.
INSTITUTION	California Univ. Extension, Los Angeles, Div. of Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH70156
PUB DATE	29 Sep 78
GRANT	G007703204
NOTE	164p.; Not available in hard copy because of reproducibility problems
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrative Change; Administrative Organization; Administrative Personnel; *Administrative Problems; *Expenditures; *Federal Legislation; *Federal State Relationship; Financial Support; National Surveys; *Staff Utilization; State Aid; State Programs; Statewide Planning; Vocational Directors; *Vocational Education
IDENTIFIERS	*Public Law 94 482

ABSTRACT

This project analyzed the effects upon states of the implementation of Part A, Section 111 (2) (A) and (B) Payment to States of Public Law 94-482. Contacts were made with the fifty state directors of vocational education and, with the assistance of an advisory committee, one inquiry document and accompanying definitions were developed. The document was pilot tested with the state director of Arizona. After modifications were made, the inquiry document was sent to the fifty state directors. All fifty responded. Three areas were studied: (1) state administrative funding and staffing, (2) state trends in administrative staffing, workload and state legislative support, and (3) state administrative services and activities in relationship to the percentage of staff time devoted to each. Analyses of the data indicated that most larger states were not optimistic about receiving state legislative support for additional state administrative activities and services. Many states were having staffing problems in fulfilling federal mandates and were redirecting state administrative staff activities and services from some leadership activities to mandated compliance activities. Eleven recommendations were made for alternative actions by the states. (Author/JH)

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ED160873

Final Report

Project No. 498AH70156
Grant No. G007703204

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AN ANALYSIS OF ALTERNATIVES FOR THE IMPLEMENTATION OF PART A, SEC. 111 (2) (A) AND (B) PAYMENT TO STATES OF PUBLIC LAW 94-482

September 29, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Abstract

This project analyzed the effects upon states of the implementation of Part A, Section 111 (2) (A) and (B) Payment to States of Public Law 94-482. Contacts were made with the 50 state directors of vocational education and, with the assistance of an advisory committee, one inquiry document and accompanying definitions were developed. The document was pilot tested with the state director of Arizona. After modifications were made, the inquiry document was sent to the 50 state directors. All 50 responded.

Three areas were studied. These were: (1) state administrative funding and staffing, (2) state trends in administrative staffing, workload and state legislative support, and (3) state administrative services and activities in relationship to the percentage of staff time devoted to each.

Analyses of the data indicated that most larger states were not optimistic about receiving state legislative support for additional state administrative activities and services. Many states were having staffing problems in fulfilling federal mandates and were redirecting state administrative staff activities and services from some leadership activities to mandated compliance activities. Eleven recommendations were made for alternative actions by the states.

(Author/JH)

Executive Overview

Study data revealed the following:

.. 3848-1/2 full-time state administrative staff members are employed in the 50 states. (page 13)

.. 40 percent of state administrative staffs will remain constant in size during fiscal year 1976-fiscal year 1980. (page 14)

.. 10 states having the largest programs for vocational education have the smallest ratio of staff size to program size. (page 15)

.. 88 percent of the states reported increased administrative staff workloads due to fulfilling federal mandates. (page 16)

.. 50 states reported increases in administrative services and activities which relate to compliance, whereas services and activities related to leadership are decreasing. (pages 16, 54)

.. 27 states are not optimistic in obtaining state legislative support for funding vocational education state administrative staffs. (page 17)

...19 of the 29 states having medium to large vocational education programs are not optimistic of having state legislative support for funding of state staffs, but 7 of 10 smaller state programs are optimistic. (page 20)

.. 6 of 8 states having a separate board for vocational education are optimistic for state legislative support, whereas states having separate boards or administrative units for secondary and postsecondary education are not optimistic. (page 21)

.. 54 percent of the states (27) indicated that reduction of federal funds for state administrative staffs would work a hardship in their states. (page 13 and Appendix C)

In essence, this study found that current federal mandates have : (1) increased state administrative workloads without assurance of adequate fiscal support, (2) redirected staff activities to compliance activities, and (3) reduced leadership activities essential to growth and quality in vocational education. These changes are occurring with an apparent lack of legislative support in over half of the states.

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David Allen

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September 29, 1978

The research reported herein was performed pursuant to a grant (grant or contract) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

Preface

Since 1918, federal laws for vocational education have had a distinct influence on the cause and course of vocational education within the states. In the beginning, the states had maximum freedom in developing vocational education within a particular state. Although the federal laws for vocational education have always been prescriptive, the nature and size of the prescription have increased steadily to the point that, at present, state freedom and state judgment concerning vocational education are severely curtailed.

The federal-state relationship was at first designed to have a democratic nature and not one of a federal power, bending all to its will. A federal autocratic point of view was thought to be doomed to failure. "It wouldn't last any longer," said Charles A. Prosser, "than a cake of ice on a New York pavement on a July day." But recent legislation has caused problems among the states arising in part from the autocratic prescriptive nature of the bill. This study, in which all of the states participated, brings to light some of the problems of the administration of vocational education at the state level. The report will be particularly useful when future federal laws are designed for vocational education.

The complexity of present legislation could cause some persons to forget that the primary purpose of vocational education is the same now as it has always been--that of preparing people to produce the goods and services that society needs and wants.

Dr. David Allen is to be congratulated for the thoroughness of the study and the recommendations which are significant indicators of current and anticipated state administrative problems. Similarly, the state directors of vocational education are to be congratulated for their attention to a difficult problem and for their foresight in looking into the state administration future of vocational education.

A number of individuals contributed to the fulfillment of this project. The EPDA Fellows, Sue Blevins, Mike McCarthy, Sharon Smith and Suzanne Weinheimer, each in their assignments filled in the necessary research gaps. Dr. Erich L. Lindman, consultant to the project, provided the guidance and standards for quality work. Dr. Leslie E. Wilbur, third party evaluator, and the project's advisory committee kept the study's emphasis in

line with the established goals and objectives. Bonnie Lynn Allen performed the statistical computations, and Jeanne Stone, Administrative Assistant, was the keystone in the inditement of this report.

Melvin L. Barlow
Los Angeles, California
September 21, 1978

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Chapter 1
Introduction

This research project in vocational education was concerned with "administration of vocational education at the state and local levels." Specifically, the intended research is concerned with identifying alternatives from which state level vocational education administrators can select an option for the implementation of Part A, Sec. 111 of the Education Amendments of 1976 of Public Law 94-482. Due to the wording of the current legislation, state legislators may enact regulations that would reduce state administrative personnel and/or supplant existing funding for state administration of vocational education.

Public Law 94-482, 1976, Part A, Sec. 111 (2) (A) and (B) specifies the percentages of the federal share for the fiscal years of 1978 and beyond. Alternative systems for achieving state fiscal support for state administration must be identified, described and disseminated so that state level administrators have a source from which to obtain options that will maintain and further their services to vocational education in their respective states. With the necessity for vocational education administrators to improve their skills in working more effectively with members of minority groups and correctional institutions, females and persons with limited English-speaking ability, as well as continuous ongoing programs, an adequate, well-trained state staff is imperative.

Information from this study will assist state staff in decision making and policy analyses and will contribute more effective and efficient state leadership in the implementation of the "declaration of purpose" of current federal vocational education legislation. There is no question that vocational education is reaching more people with better instruction since the passage of the Vocational Education Act of 1963 (VEA 1963) and subsequent measures. Vocational educators have done a remarkable job, in view of the constraints imposed by prevailing attitudes toward vocational education by limited resources made available, by the rapidly changing world of work and by the diversity of persons involved through the outreach of vocational education.

A statewide vocational education program, capable of both strengthening the state's economy and enhancing the welfare of its residents, is contingent upon effective state leadership. The establishment of alternative methods of getting this leadership is imperative for the maintenance of effective vocational education programs.

Precedence

Beginning with the Smith-Hughes Act, the mode of cooperation with the states and the Federal Government established a partnership concept that, through the years, has promoted, maintained and extended vocational education in the United States. This concept, along with the recognition that vocational education is a wise business investment that produces substantial economic return is basic to the progress that has been made. This fact was emphasized by the Commission on National Aid to Vocational Education in urging the Congress to provide financial aid.[1] However, during the decade 1950-1960, attempts were made to eliminate federal participation. Legislation was introduced to gradually abolish the vocational education acts over a six-year period. These recommendations were not intended as a criticism of vocational education programs; rather, they reflected the prevailing philosophy that the states and local communities should pay for vocational education programs.[2]

It is highly significant that none of these recommendations resulted in any permanent decrease of federal support. Instead, Congress overwhelmingly supported increased appropriations and extension of vocational education through the Vocational Education Act of 1963 and the Act's subsequent amendments in 1968, 1972 and 1976. Inherent in all the federal acts for vocational education was a concept of state and local matching of federal fiscal contributions and the expectation that federal monies should supplement, not supplant, state funds for vocational education. Public Law 94-482, 1976, continues the established requirement for state and local matching of federal dollars and adds a new special stipulation that specific state dollars (not matching dollars) must be contributed by the state toward the administration of vocational education at the state level.[3]

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[1]Report of the Commission on National Aid to Vocational Education, Vocational Education Vol. 1 Report of the Commission (Washington, D.C.: Government Printing Office, 1914), p. 21.

[2]Chester A. Swanson, Development of Federal Legislation for Vocational Education (Chicago: American Technical Society, 1962), p. 101.

[3]United States Congress, Public Law 94-482, Vocational Education Amendments of 1976, October 12, 1976, pp. 2185-2186.

The responsibility for administration of vocational education in each state rests with the State Board for Vocational Education. There are extreme differences in financing among states which are reflected in the extent of vocational education program offerings. State administration and supervision influence, and exert quality control over, the substantive areas of vocational education. Proper administration at the local level provides the environment necessary for the development of excellence in vocational education.[4]

Each state has a staff of vocational education consultants who assist local districts with developmental, evaluative and other problems in vocational education. The total effort of state, local administrative and instructional staff, including ancillary services, provide the delivery system for vocational education. Permitting the funding by matching for part of the delivery system and insisting upon additional fiscal effort, through taxation, for state administration can seriously jeopardize the total vocational education thrust within a state.[5]

Ralston, in his study of guidelines for vocational education state legislation, reviewed the laws concerning vocational education of the 50 states and found that all states utilized state and local fiscal efforts in matching federal vocational education funds.[6] Since the passage of Public Law 94-482, 1976, a cursory check with various states indicate that there might be problems in attracting additional state dollars toward the support of state staff. A number of states are planning to reduce state staff. This is not

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[4]Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963 Public Law 88-210, as Amended (Washington, D.C.: Government Printing Office, 1968), pp. 168-169.

[5]Report of the Panel of Consultants on Vocational Education, Education for a Changing World of Work (Washington, D.C.: Government Printing Office, 1963), p. 164.

[6]Lee W. Ralston, "Guidelines for State Legislation for Vocational Education" (unpublished doctoral dissertation, University of California, Los Angeles, 1974), pp. 153-260.

because of over-staffing, but, rather, an indication by the legislatures of unwillingness to assess additional taxes.[7] Thus, this research was concerned with the problem of identifying strategies for compliance with the 1976 Amendment to the Vocational Education Act of 1963, while maintaining necessary state administrative staffing necessary to maintain and extend vocational education. This research was not designed to find ways to protect existing jobs but, rather, to find ways to strengthen vocational education leadership and thereby guaranteeing students vocational programs of excellence.

Objectives

There were three major objectives for this project. These objectives were:

1. During the first five months of funding, all states were contacted to determine what was being done to implement Sec. 111 of the 1976 Amendments to VEA 1963.

2. During the sixth through the ninth months of funding, various state patterns on staff organizational structure, fiscal support and state administrative tasks were analyzed.

3. During the tenth through the twelfth months of funding, suggested recommendations for implementing the requirements of Sec. 111 of the 1976 Amendments to VEA 1963 were sent to the 50 state directors of vocational education.

The importance of these objectives is that they address themselves to a critical problem concerned with planning, maintaining and extending vocational education through the leadership of state-level administration. Loss of adequate staffing at the state level will weaken the tripartite partnership among federal, state and local cooperative efforts for efficient and effective vocational education programs in the nation.

The significance of the study is in the concern of having adequate fiscal support for state administration and that state administration is recognized for its leadership role and mandated workload

[7] Samuel L. Barrett, "Survey of State Directors Concerning Enactment of Public Law 94-482, 1976, Sec. 111" (a survey of state directors to determine if the new legislation would cause reduction of state staff and fiscal support for state-level operation, Sacramento, January 1977).

to federal and state legislation. Strong, in a study of Wisconsin's vocational education fiscal support, indicates that federal funds should not be denied because of a state or local community's inability to raise reasonable funds through taxation. He further questions what is a good criteria for reasonable effort.[8] With the current federal legislation, all states will be forced to develop systems to establish reasonable tax efforts and criterion to support state level administration and leadership. Whatever state legislation is developed, there will be concern that the new state legislation will supplement and not supplant federal support for state level administration.

In a comprehensive study, Novich emphasizes that as the federal and state governments accelerate plans to apply program budgeting and fiscal responsibility, much additional research is needed to help give direction to their efforts.[9] This is true especially in vocational education where federal legislation has been enacted without a foundation of supportive data or practical suggestions and solutions for transition from federal to state obligations in the maintenance and expansion of fiscal support for vocational education.

Definitions

The various definitions for words and phrases accompany the specific narration using the words or phrases in Chapter 3. There are two phrases that need further explanation as to their use in this report. These two phrases are:

Ratio State Administrative Workload - This ratio was used to describe the total dollars for vocational education funneled from the state to local districts in relationship to the total number of state administrative staff. This is an approximation of the dollar responsibility of state administrative staff. It was calculated by subtracting the total cost for state administration from the total

[8]Merle E. Strong, An Assessment of Wisconsin's Vocational and Technical Education Program. Milwaukee: University of Wisconsin Press, 1970, p. 91.

[9]David Novick (ed.). Program Budgeting: Program Analysis and the Federal Budget. Cambridge: Harvard University Press, 1972, p. 370.

dollars expended for vocational education in a state and divided by the number of full-time staff positions. The subtraction of state administrative cost was designed to make a minor correction for the elimination of state administrative expenses.

Optimistic/Not Optimistic - The word "optimistic" was used to avoid slanting or focusing the respondents' answers in any direction. Rather, this word was used so that an open ended response could be obtained. The word "optimistic" was used to identify how state directors perceived the propensity for fiscal support by their state legislators for state administrative services and activities.

Significance of the Study

The significance of the study lies in the identification of current and anticipated state administrative staffing problems. The present trend toward reducing local and state tax support for state services and the constraints placed upon federal fiscal support for vocational education state administration necessitated an analysis of possible results from this trend. Thus, this research addressed itself to current needs necessary to maintain state support in lieu of federal support for state administration of vocational education.

Chapter 2
Procedures

The design of this study was aimed at the solution of an eminent problem for state administration in many states arising from the newly enacted regulations of the 1976 Amendments to VEA 1963. In contrast to "fundamental research," which is concerned with the derivation of generalizations for wide applicability, this research is undertaken to develop a guide for the solution of an exigent, practical problem. The research consisted of three major activities. These activities were: (1) gathering information, (2) analyzing information, and (3) developing recommendations.

Activities of the Study

A systematic and standardized procedure was used in gathering and analyzing the data. The research was limited to the 50 state directors of vocational education in the United States. During the collection of data, every effort was made to eliminate the directing of answers toward some preconceived result. The gathering of information phase of the study consisted of reviewing the literature, making initial contacts with the state directors at the 1977 American Vocational Association Convention in Atlantic City, developing an inquiry document which was sent to state directors and the developing of a list of definitions that accompanied the inquiry document which was sent to the 50 state directors in the United States.

The initial meeting with the state directors in Atlantic City was concerned with making the state directors aware of the project, its purposes and the solicitation of their help. An information sheet entitled "Some Carrots to Solicit Your Help - Seeds to Plant Ideas" and which contained carrot seeds donated by Germain's, Inc., was attached to the information sheet. It was planned that, with the use of the seeds, the state directors would be more apt to take the information sheet back to their states and take a second look at the information sheet, which might not be the case with all the other written documents they would be inundated with during the convention.

The advisory committee to the project met and outlined the parameters for an inquiry letter to be sent to the state directors of vocational education. Through the assistance of the project consultant, Dr. Erick L. Lindman, and an ad hoc committee, the inquiry document was completed. (See Appendix E for a replica.) A generated list of definitions was also reviewed and modified by the ad hoc committee.

The inquiry document and definitions were pilot tested with the State Director of Arizona, Mr. William Anderson. Through the recommendations and comments made during the pilot testing, modifications were made to the inquiry document. The inquiry document, definitions, instructions and two letters encouraging state directors to complete the inquiry document and return it in the supplied stamped, self-addressed envelope were mailed.

Twenty-four states responded to the initial mailing, with Iowa being the first. A follow-up letter and a second inquiry document were sent to the 26 states that did not respond. Of these 26, 18 states responded. Through the use of telephone contacts with the remaining eight states, data was finally collected, and the input of the 50 states became available for analysis. See Figure 1, page 9, for a schematic of research activities. (See Appendix D for names of respondents and advisory committee members.)

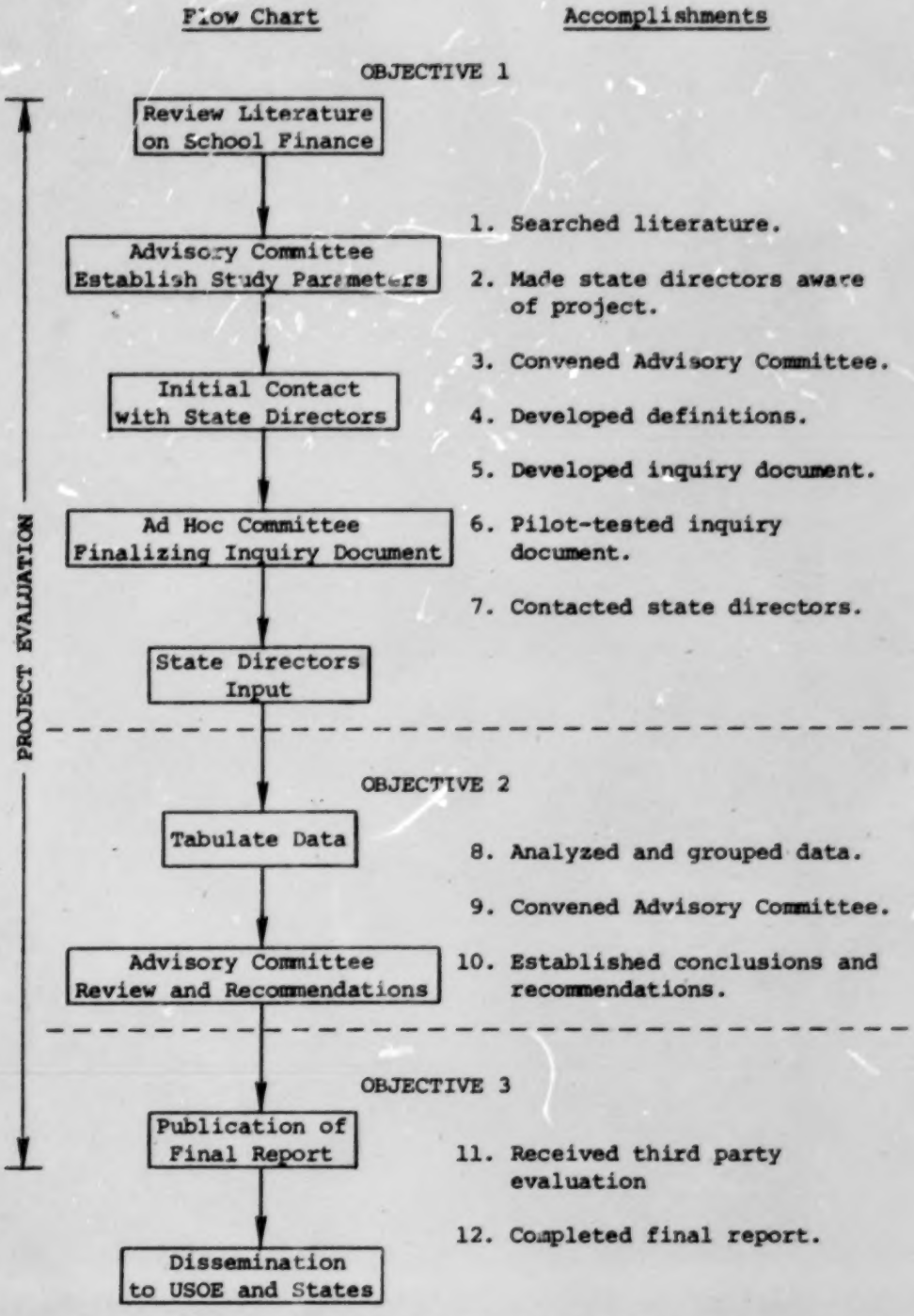
Treatment of the Data

The inquiry document was concerned with three areas of state administration: (1) state administrative funding and staffing, (2) interpretation of state administrative trends, and (3) state administrative activities. The treatment of data for state administrative funding and staffing was concerned with relationships between total dollars spent for vocational education to the total dollars expended for state administration, percentages of contributions from federal, state or other sources and size of staffing to vocational education expenditures. Trends in funding and staffing were analyzed.

The information in the area concerned with interpretation of administrative trends related to staffing, workloads and funding sources for state administration, other than the federal government, was tabulated and compared with administrative funding and staffing data. Data comparisons to funding, staffing and trends were made in relationship to staffing patterns and the size of vocational education programs within the states.

The 24 services or activities performed by state administration were compared two ways. One was a comparison to the size of vocational education programs, and the other was a comparison to staffing trends. The comparisons among states for the size of vocational education programs were based upon total expenditures by tablished: Group 1, expenditures of $145 million or more; Group 2, $73-$124 million; Group 3, $42-$59 million; Group 4, $18-$37 million; and Group 5, $14 million or less. Grouping by staffing

Figure 1
Schematic of Research Activities



trends utilized three groups: Group A, staffs that will increase; Group B, staffs that will remain constant; and Group C, staffs that will decrease during the period of fiscal years 1976 through 1980.

The range, mean, median and mode for each of the 24 activities were calculated for the fiscal expenditures grouping and the staffing trend grouping. Comparisons between groups for the fiscal years 1976 and 1980 were made for both the size of the vocational education program and the staffing trends. It should be noted that five states provided data in the form of a "check" indicating if the service or activity was performed by the state administrative staff. For these five states, interpolation of percentages was made through grouping with other states having very similar funding and staffing patterns. Differences of more than ± 1 for a decrease or increase of mean, median or mode for each of the 24 tasks were recorded and are displayed in tables in Appendixes A and B.

The entire project was evaluated by a third party, Dr. Leslie E. Wilbur, Professor of Education, University of Southern California. Each major activity of the project had a statement of acceptable standards for attainment. The process of summative evaluation provided feedback for possible revision of emphasis in the conduct of the project, and the summative evaluation provided a measure of the degree of attainment for each of the stated project objectives and the overall goal of the research. Evaluation findings indicated that the project objectives were met, and the quality of the work was performed satisfactorily.

Chapter 3
Results

The data results presented herein are grouped in the sequence of occurrence in the inquiry document. The definitions used with the inquiry document precede each set of data. Interrelationships among the categorical areas (1. funding and staffing trends, 2. interpreation of trends, and 3. administrative activities) also are presented.

State Administrative Funding and Staffing

As reported in Chapter 2, all 50 states completed the inquiry document. The definitions for state administration and staffing were:

- state administration - the formulation and carrying out of all the comprehensive activities of the State Plan at the state level (does not include the local level).

- state staff - all full- and part-time professional, semi-professional and clerical personnel who are employed to perform the activities and services of vocational education state administration.

- professional staff - individuals having experience and training as professional educators to carry out the services and activities of vocational education state administration.

- semiprofessional staff - trained personnel, such as computer operators, programmers, accountants, etc., who carry out ancillary services in the performance of vocational education state administration.

- clerical staff - individuals who perform clerical, secretarial and office activities necessary in carrying out the services and activities of state administration.

All but two states estimated an increase in expenditures for state administration over the fiscal years 1976 and 1980. Four other states indicated an increase for the same five-year period with a slight decrease in fiscal year 1980 from the expenditures for fiscal year 1979. All states reported an estimated increase for each fiscal year over the preceding fiscal year during fiscal year 1976 through fiscal year 1980.

The percentage of total expenditures for vocational education that

Table 1
Percent of Total Expenditures for Vocational Education
Devoted to State Administration,
Actual for FY 76 and Estimated for FY 80

Percent of Total Expenditure for Vocational Education Used for State Administration	Number of States FY 76	FY 80
Less than 1%	7	6
1.0 - 1.9%	14	17
2.0 - 2.9%	13	10
3.0 - 3.9%	5	6
4.0 - 4.9%	2	3
5.0 - 5.9%	4	3
6.0 - 6.9%	3	-
7.0 - 7.9%	-	3
9.0 - 9.9%	1	1
12.0 - 12.9%	1	-
13.0 - 13.9%	-	1
Totals	50	50

was used, or is estimated to be used for state administration. (See Table 1.) Over two thirds of the states used less than three percent of total vocational education expenditures for state administration. There appears to be a slight reduction in this percentage for fiscal year 1980.

The mandate in the 1976 Amendments to VEA 1963 requiring states to bear 50 percent of state administrative costs in fiscal year 1980 calls for significant changes in the matching relationships in many states. During fiscal year 1976, in 42 states, the cost of state administration was shared between state and federal funds; in one state, these costs were paid in full from state

Table 2
Number of States with Indicated Percents of Federal Funds
for State Administration of Vocational Education for FY 1976

Percent of Funds from Federal Government	Number of States	Percentage
100% federally funded	7	14
Federal and state with more than 50% from federal	29	58
Federal and state with more than 50% from state	9	18
Federal and state with 50% federal and 50% state	4	8
100% state funded	1	2
Totals	50	100

funds; and in seven states, only federal funds were used. Several states which currently use federal funds to pay more than 50% of the cost of state administration anticipate difficulty in obtaining additional state funds for this purpose. See Table 2 for distribution of funding sources.

At the time of the study, there were 3,848 one-half full-time state administrative staff members in the 50 states. These staff members consisted of professional, semiprofessional and clerical. Staffing trends for the five-year period studied are depicted in Table 3. The states contacted reported that state administrative staffs were reduced during fiscal years 1974 or 1975. This may account for the high number of states estimating a constant number of staff positions. The staffing trends for professional, semiprofessional and clerical personnel will remain constant during the five-year period. There will be approximately the same number of staff reductions for professional and clerical positions.

Interpretation of Trends

Three questions were asked about staffing trends, workloads in relation to federal and state laws and state legislative support for

Table 3
Number of States Expecting the Number of State Administrative Staff Positions to Increase, Remain Constant or Decrease by Type of Position Between FY 76 and FY 80

Staff Positions	Increase	Constant	Decrease	Total
Full-Time				
Professional	13	28	9	50
Semiprofessional	3	46	1	50
Clerical	11	31	8	50
Part-Time				
Professional	-	50	-	50
Semiprofessional	-	50	-	50
Clerical	1	48	1	50

funding vocational education state administrative costs. A listing of comments for the three questions are in Appendix C. Comments about staffing trends were received from 42 states. A number of comparisons were made as to the changes in staff size. The overview of anticipated changes presented in Table 4 indicates that only nine states expect a decrease in state administrative staffs over the period of fiscal years 1976 and 1980 while 21 expect an increase.

Table 4
Number of States Expecting an Increase, to Remain Constant or Decrease for Total State Administrative Staff Between FY 76 and FY 80

Trend	Number	Percentage
Increase	21	42
Decrease	9	18
Constant	20	40
Totals	50	100

In analyzing the ratio between the number o. state administrative

staff members and the size of vocational education programs, as measured by dollars spent, a national mean was established from the data of all states. The ratio of staff to dollars in each state was then compared to the national mean. Table 4 shows these comparisons along with staffing trends for states in different size groups. Results indicate that in the larger states the ratio of staff to program size was less than the national average; in small states, these ratios were greater than the national average. Moreover, larger state programs appeared to be decreasing their staffs, which was not the case in smaller state programs. A number of states reported that their staffing trends were directly related to the 1976 Amendments to VEA 1963. (See Table 5.)

Table 5
Ratio of Number of State Administrative Staff Members
to Program Size as Measured by Dollars Spent
for Vocational Education

State Program Size	Staffing Ratio			Staffing Trend			Total States
	L	A	H	Inc.	Const.	Dec.	
$145M or more	10	-	-	2	4	4	10
$73M-$124M	3	7	-	4	4	2	10
$42M-$59M	-	5	4	4	5	-	9
$18M-$3M	2	7	2	6	3	2	11
$14M or less	-	3	7	5	4	1	10
Totals	15	22	13	21	20	9	50

Code L = low staffing to program size
A = average staffing to program size
H = high staffing to program size

The second question was concerned with workloads as a result of federal and/or state legislation. There were 44 states that reported an increase in workload was occurring. Only one state reported no increase in workload. (See Table 6.)

There were a number of comments concerned with the increased work required in planning, accountability and evaluation.

Table 6
Number of States Reporting Increases in Workloads of State Administrative Staffs

Trend	Number	Percentage
No Increase	1	2
Increase	44	88
No Comment	5	10
Totals	50	100

Activities, such as curriculum development and technical service to local school districts, may decrease if adequate staffing cannot be maintained. Table 7 denotes changes in state administrative workloads as a result of legislation.

Table 7
Number of States Reporting Increases or Decreases in Indicated State Administrative Activities Resulting from VEA Amendments 1976

Activities that Increased	Reported Frequency	Activities that Will Decrease	Reported Frequency
Accountability	20	Curriculum Services	2
Evaluation	19	Technical Services	2
Planning	17		
Data Collection	8		
Sex Equality	8		
State Plans	5		
Reporting	3		
Computer Time	1		
Curriculum Improvement	1		
Program Monitoring	1		

The third question was concerned with whether or not there was a

problem in obtaining state funds for state administration of vocational education. The word "optimistic" was used to indicate how state directors perceived legislative support. (See "Definitions" in Chapter 1, page 6.) Table 8 depicts how states indicated legislative support and optimism for obtaining state funding for state administrative staffing.

Table 8
Number of States Reporting Legislative Support for and Optimism by State Directors that State Funding of Administrative Staffing will be Obtained

Legislative Action	Number of States	Optimistic	Not Optimistic
Legislative Support	8	8	-
No Legislative Support	20	-	20
No Comment	22	15	7
Totals	50	23	27

Eight states reported favorable state legislative action in providing funds for state administration of vocational education, and the directors in these states were optimistic concerning future support. Twenty states reported no legislative action for this purpose, and the directors in these states were not optimistic about future support. Among the remaining 22 states which failed to report concerning legislative support for state administration of vocational education, 15 indicated they were optimistic about future support and seven were not optimistic.

A number of relationships concerning optimism were analyzed. States having state funding for administration of vocational education tended to be more optimistic than states which currently do not have state support.

Table 9 shows that seven states will have a greater than 10 percent decrease in state support. Six of the states reported that this would not affect them as federal funds would be available. There are 13 states that are optimistic that a 10 percent increase in state funding would be forthcoming.

In analyzing optimism in relationship to the federal funds

Table 9
Number of States Reporting Optimism Concerning the Availability of State Funds for State Administration, Grouped by Expected Changes in the Percent of Administrative Funds Derived from State Sources

Expected Change in Percent of Funds from State Sources	Optimistic	Not Optimistic
Increase by 10% or more	13	16
Increase by less than 10%	1	6
No change	3	4
Decrease by more than 10%	6	1
Totals	23	27

Table 10
Number of States Reporting Optimism Concerning the Availability of State Funds for State Administration, Grouped by the Percent of Administrative Funds Currently Derived from Federal Sources

Federal Funds Expended for State Administration of Vocational Education	Optimistic	Not Optimistic
Less than 10%	5	-
10-19%	-	-
20-29%	1	-
30-39%	2	-
40-49%	2	1
50-59%	1	3
60-69%	2	10
70-79%	1	1
80-89%	4	4
90-100%	5	8
Totals	23	27

expended for state administration estimated for fiscal year 1977,

it was found that 26 states that were not optimistic expended 50 percent or more federal funds for state administration of vocational education. The relationship to federal funds and optimism is presented in Table 10.

Viewing optimism in relationship to state administrative cost and total expenditures for vocational education, there appears to be a decrease in optimism for fiscal year 1976 and fiscal year 1980. States expending less than four percent are about equally divided as to optimism. There are 17 states that are optimistic, and 22 that are not in the less than four percent grouping. (See table 11.)

Table 11
Number of States Reporting Optimism Concerning the Availability of State Funds for State Administration, Grouped by the Percent of Total Vocational Education Expenditures Devoted to State Administration

Percent of Total Expenditures	FY 1976		FY 1980	
	Opt.	Not Opt.	Opt.	Not Opt.
Less than 1%	2	5	3	3
1.0-1.9%	4	10	3	14
2.0-2.9%	6	7	6	4
3.0-3.9%	5	-	5	1
4.0-4.9%	1	1	1	2
5.0-5.9%	2	2	3	-
6.0-6.9%	2	1	-	-
7.0-7.9%	-	-	1	2
9.0-9.9%	1	-	1	-
12.0-12.9%	-	1	-	-
13.0-13.9%	-	-	-	1
Totals	23	27	23	27

Code - opt. = optimistic
not opt. = not optimistic

There are a number of relationships when comparing optimism with (1) staffing trends, (2) the size of the state program, (3) state administrative costs, (4) ratio to state administrative workloads, and (5) types of state administrative organizational structures that can be analyzed. From the data presented in Table 11,

it appears that more states with large vocational education programs, higher administrative costs, heavier workloads tend to be not optimistic.

In analyzing optimism by total funds expended for vocational education, it is shown in Table 12 that most states with the larger programs are not optimistic, whereas states with smaller programs tend to be more optimistic for having legislative support.

Table 12
Number of States Reporting Optimism Concerning the Availability of State Funds for State Administration, Grouped by Program Size and Measured by Total Expenditures for Vocational Education

Grouping of States by Total Funds Expended for Vocational Education	Optimistic	Not Optimistic	Total
$145M or more	3	7	10
$73M-$124M	4	6	10
$42M-$59M	3	6	9
$18M-$37M	6	5	11
$14M or less	7	3	10
Totals	23	27	50

Of the 10 states having the largest programs, 70 percent are not optimistic, and, conversely, 70 percent of the states having small programs are optimistic. It appears the 1976 Amendments to VEA 1963 concerned with funding state administrative staffs will be beneficial to small program states and may create undo hardship on large program states.

The data in Table 13 summarizes five state administrative staff characteristics in relationship to optimism for obtaining state fiscal support from their respective legislators. In relationship to staffing trends, there is a relatively even division between optimistic and not optimistic. For the size of state programs, the small states are more optimistic than the medium and larger

Table 13
Optimism as Reported by Staffing, State Program Size, State Administrative Costs, Ratio of Total Workload by State Administration, Grouped by Indicated Characteristics

Categories By:	Optimistic	Not Optimistic	Total
Total Number	23	27	50
Staffing Trends			
Increase	10	11	21
Constant	9	11	20
Decrease	4	5	9
Size of State Program			
$4M-$24M	9	6	15
$25M-$84M	7	12	19
$99M and up	7	9	16
State Administrative Costs			
$100T-$700T	10	6	16
$800T-$1.7M	7	12	19
$1.8M and up	6	9	15
Ratio State Administrative Workload			
$140T-$320T	5	3	8
$321T-$600T	8	5	13
$700T-$1.5M	8	14	22
$1.5M and up	2	5	7
Vocational Education State Administrative Configurations			
.Separate board for vocational education	6	2	8
.Single board all levels of education	3	3	6
.Single board, none for higher education	2	1	3
.Board for elem.,sec., adult and voc. educ. board or admin. unit for post secondary	12	19	31
.Other configuration	-	2	2
Totals	23	27	50

state programs. This appears to be true for the cost of state administration among the states, as well as the ratio of state administration to workload. (See definition for workload in Chapter 1, page 5.) States having a separate board for vocational education are more optimistic than any other configuration of state board administration for vocational education. The optimistic outlook for other state board configurations (not including separate boards for vocational education) may be a reflection of state board support for vocational education as perceived by state directors for vocational education.

State board configuration information was obtained from Dr. Don K. Gentry, State Director of Indiana, and which was taken from his current doctoral dissertation of the governance of vocational education. The states with separate boards for vocational education are Colorado, Indiana, Kentucky, North Dakota, Oklahoma, South Dakota, Washington and Wisconsin. The states with one board, but without a board for higher education, are Nebraska, New Mexico and Vermont. States with a single board for all education are Florida, Illinois, Michigan, New York, Pennsylvania and Rhode Island. All other states have dual boards or units for secondary and postsecondary education.

The overall review of Table 13 indicates that more than half of the states will have problems in obtaining state funding for state administrative staffing. It appears that states having support from their legislatures are optimistic. An analyses as to how support or lack of support for the services and activities of state administrative staffing are presented in the ensuing section titled "State Staff Activities."

State Staff Activities

Complete data tabulations for state administrative services and activities are in Appendixes A and B. The services and activities were compared to state staffing trends and the size of the vocational education programs within the 50 states. States were grouped into three categories for staffing trends and five categories for program size. The three staffing categories consisted of 21 states having an increase in staffing, 20 states remaining constant, and nine states having a decrease in staffing. The five program size categories consisted of three groups having 10 states each, one group with nine states, and one group with 11 states.

In the ensuing narration, each of the 24 services or activities that were on the inquiry document is defined. Following each

definition is a table which presents data in percentage of time devoted to a service or activity. The mean for all states and the mean for each subdivision under two categorical groupings are presented for fiscal years 1976 and 1980. The two categories are "program size" and "staffing trends." Program size divided the states into five groups according to total dollars spent for vocational education. Staffing trends divide the states according to whether states are increasing, remaining constant, or decreasing. It should be noted that whichever way the states are grouped, the means per grouping are similar. When reading Tables 14 through 37, the means for the subdivisions of the program size and staffing trends categories can be compared with the means for all the states. The N for each subdivision is given so that an awareness of subdivision group size can be had while reading the tables.

To identify which services and activities are requiring more state administrative staff time over other services and activities, the means for the national total have been coded according to workload as follows: means of 5 or higher are extremely heavy (coded EH), means of 4 to 5 are very heavy (coded VH), means of 3 to 4 are moderately heavy (coded MH), means of 2 to 3 are heavy (coded H), means of 1 to 2 are less than heavy (coded LH), and means of less than 1 are light (coded L). A listing of services and activities according to the coded workload follows Table 37. Although three states did add job tasks to the inquiry document services activity list of 24 job tasks, the frequency for those added was too low to be included in the data.

The research team was aware of the possibility that, in some states, an individual might be assigned 100 percent or less to one or more service or activity, but no one individual would necessarily perform all 24 services and activities. However, this section of the study was concerned with identifying an average percent time allotment for the 24 services and activities in relationship to total available yearly staff person hours. The percentages were calculated from the inquiry document. This method was used so as to not require mathematical calculations by the states.

Services and Activities, Definitions and Tables

The 24 services and activities, the definitions used for the services and activities and the related tables, 14 through 37, are herein presented. State directors and their staffs may wish to compare their state administrative staff assignments. If this comparison helps state directors, then a spin-off of this study was attained.

1. Maintaining management planning - consists of activities of developing the five-year plan, career education planning and assisting local educational agencies with five-year planning.

Table 14
Average Percent of Staff Time
Devoted to This Service or Activity:
Maintaining Management Planning

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	4.9	5.3	EH
By Program Size			
Group 1 (N=10)	5.8	5.6	-
Group 2 (N=10)	4.0	4.3	-
Group 3 (N=9)	4.4	5.6	-
Group 4 (N=11)	4.9	5.5	-
Group 5 (N=10)	5.1	5.4	-
By Staffing Trend			
Increasing Group (N=21)	4.7	5.2	-
Constant Group (N=20)	5.1	5.1	-
Decreasing Group (N=9)	4.7	4.9	-

2. Maintaining fiscal planning - consists of activities concerned with the state program plan, annual accountability report, assisting local educational agencies with applications, plans and reports.

Table 15
Average Percent of Staff Time
Devoted to This Service or Activity:
Maintaining Fiscal Planning

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	4.3	4.7	VH
By Program Size			
Group 1 (N=10)	4.9	4.9	-
Group 2 (N=10)	4.3	4.6	-
Group 3 (N=9)	2.9	2.8	-
Group 4 (N=11)	5.7	6.7	-
Group 5 (N=10)	4.0	4.5	-
By Staffing Trend			
Increasing Group (N=21)	4.6	5.3	-
Constant Group (N=20)	4.1	4.0	-
Decreasing Group (N=9)	4.3	4.8	-

3. Maintaining comprehensive planning - may involve advisory committees and/or consultants in developing research or goals or missions to be undertaken by state administration.

Table 16
Average Percent of Staff Time
Devoted to This Service or Activity:
Maintaining Comprehensive Planning

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	3.7	4.2	VH
By Program Size			
Group 1 (N-10)	2.9	4.1	-
Group 2 (N=10)	2.6	2.8	-
Group 3 (N=9)	2.9	2.9	-
Group 4 (N=11)	5.4	5.8	-
Group 5 (N-10)	4.5	4.9	-
By Staffing Trend			
Increasing Group (N=21)	4.1	4.6	-
Constant Group (N=20)	3.5	4.1	-
Decreasing Group (N=9)	3.3	3.6	-

4. Maintaining accountability and evaluation - the monitoring, auditing, reviewing and evaluating of vocational education.

Table 17
Average Percent of Staff Time
Devoted to This Service or Activity:
Maintaining Accountability and Evaluation

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	7.7	9.9	EH
By Program Size			
Group 1 (N=10)	6.4	9.0	-
Group 2 (N=10)	6.2	8.2	-
Group 3 (N=9)	7.6	8.2	-
Group 4 (N=11)	11.9	15.0	-
Group 5 (N=10)	5.9	7.0	-
By Staffing Trend			
Increasing Group (N=21)	5.6	8.2	-
Constant Group (N=20)	9.9	11.1	-
Decreasing Group (N=9)	7.7	11.4	-

5. Providing curriculum services - the coordinating, articulating, consulting, supporting and developing vocational education curriculum instructional materials, as well as materials for students with special needs, elimination of sex bias/sex stereotyping, guidance and youth groups.

Table 18
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing Curriculum Services

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	4.4	4.3	VH
By Program Size			
Group 1 (N=10)	3.3	2.9	-
Group 2 (N=10)	4.0	3.8	-
Group 3 (N=9)	7.7	8.6	-
Group 4 (N=11)	3.6	4.1	-
Group 5 (N-10)	4.0	2.4	-
By Staffing Trend			
Increasing Group (N=21)	4.1	3.4	-
Constant Group (N=20)	4.5	5.4	
Decreasing Group (N=9)	4.6	4.2	-

6. Eliminating sex bias/sex stereotyping - complying with the regulations of Public Law 94-482 and other federal and state regulations concerned with sex bias/sex stereotyping, discrimination against women and efforts toward infusing more women into high level positions in vocational education.

Table 19
Average Percent of Staff Time
Devoted to This Service or Activity:
Eliminating Sex Bias/Sex Stereotyping

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	1.9	3.7	MH
By Program Size			
Group 1 (N=10)	1.4	2.2	-
Group 2 (N=10)	1.2	2.8	-
Group 3 (N=9)	.8	2.5	-
Group 4 (N=11)	1.1	4.1	-
Group 5 (N=10)	4.0	6.8	-
By Staffing Trend			
Increasing Group (N=21)	1.9	4.1	-
Constant Group (N=20)	2.0	3.9	-
Decreasing Group (N=9)	1.4	2.3	-

7. Consulting with state advisory committee - the activities involved with working with the state advisory committee for vocational education.

Table 20
Average Percent of Staff Time
Devoted to This Service or Activity:
Consulting with State Advisory Committee

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	1.4	1.6	LH
By Program Size			
Group 1 (N=10)	1.5	1.5	-
Group 2 (N=10)	1.7	1.8	-
Group 3 (N=9)	.8	.9	-
Group 4 (N=11)	1.5	1.5	-
Group 5 (N=10)	1.7	1.8	-
By Staffing Trend			
Increasing Group (N=21)	1.4	1.7	-
Constant Group (N=20)	1.5	1.6	-
Decreasing Group (N=9)	1.4	1.5	-

8. Creating awareness of vocational education - the activities concerned with informing all residents within the state about vocational education.

Table 21
Average Percent of Staff Time
Devoted to This Service or Activity:
Creating Awareness of Vocational Education

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.2	1.9	LH
By Program Size			
Group 1 (N=10)	1.2	1.1	-
Group 2 (N=10)	1.2	1.8	
Group 3 (N=9)	2.3	2.1	-
Group 4 (N=11)	2.6	2.2	-
Group 5 (N=10)	2.5	2.3	-
By Staffing Trend			
Increasing Group (N=21)	2.3	2.2	-
Constant Group (N=20)	2.1	1.7	-
Decreasing Group (N=9)	2.6	1.6	-

9. Carrying out board policies - the necessary activities to carry out board policies.

Table 22
Average Percent of Staff Time
Devoted to This Service or Activity:
Carrying out Board Policies

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	3.9	3.7	MH
By Program Size			
Group 1 (N=10)	2.7	2.7	-
Group 2 (N=10)	4.2	3.9	-
Group 3 (N=9)	3.6	3.4	-
Group 4 (N=11)	5.0	4.4	-
Group 5 (N=10)	3.7	3.7	-
By Staffing Trend			
Increasing Group (N=21)	3.9	3.6	-
Constant Group (N=20)	4.0	3.8	-
Decreasing Group (N=9)	3.7	3.7	-

10. Providing technical assistance for operations and compliance - assisting local educational agencies in planning, evaluating and complying with regulations as well as consulting services.

Table 23
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing Technical Assistance for Operations and Compliance

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	7.5	6.7	EH
By Program Size			
Group 1 (N=10)	8.0	7.5	-
Group 2 (N=10)	8.6	7.5	-
Group 3 (N=9)	8.1	8.1	-
Group 4 (N=11)	5.8	4.3	-
Group 5 (N=10)	7.2	6.5	-
By Staffing Trend			
Increasing Froup (N=21)	7.6	6.1	-
Constant Group (N=20)	7.5	7.6	-
Decreasing Group (N=9)	7.1	6.2	-

11. Providing technical assistance to subject areas of vocational education - provide expertise to specific subject areas within vocational education.

Table 24
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing Technical Assistance to Subject Areas
of Vocational Education

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	18.7	15.2	EH
By Program Size			
Group 1 (N=10)	22.1	19.4	-
Group 2 (N=10)	20.9	17.4	-
Group 3 (N=9)	23.9	20.5	-
Group 4 (N=11)	12.8	9.9	-
Group 5 (N=10)	14.8	10.2	-
By Staffing Trend			
Increasing Group (N=21)	19.7	14.7	-
Constant Group (N=20)	16.3	14.1	-
Decreasing Group (N=9)	21.7	18.8	-

12. Providing for programs for the handicapped - services provided to local educational agencies for programs for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impairments that require special education and related services and,because of their handicap, cannot succeed in the regular vocational education program without assistance.

Table 25
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing for Programs for the Handicapped

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.9	3.0	MH
By Program Size			
Group 1 (N=10)	2.2	2.4	-
Group 2 (N=10)	2.8	3.5	-
Group 3 (N=9)	2.8	2.9	-
Group 4 (N=11)	3.7	3.0	-
Group 5 (N=10)	3.1	3.3	-
By Staffing Trend			
Increasing Froup (N=21)	3.2	3.2	-
Constant Group (N=20)	2.7	2.8	-
Decreasing Group (N=9)	2.8	2.9	-

13. Providing for programs for the disadvantaged - persons (other than handicapped) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

Table 26
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing for Programs for the Disadvantaged

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	3.7	3.8	MH
By Program Size			
Group 1 (N=10)	4.3	4.3	-
Group 2 (N=10)	3.8	4.2	-
Group 3 (N=9)	3.4	3.7	-
Group 4 (N=11)	3.7	3.3	-
Group 5 (N=10)	3.2	3.5	-
By Staffing Trend			
Increasing Group (N=21)	3.7	3.8	-
Constant Group (N=20)	3.8	3.9	-
Decreasing Group (N=9)	3.3	3.4	-

14. Providing for exemplary and innovative programs - programs designed to develop high-quality vocational education programs for urban centers, rural areas, migrating farmers, individuals with limited English-speaking ability, as well as developing career awareness in elementary, secondary and postsecondary schools.

Table 27
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing for Exemplary and Innovative Programs

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.6	2.2	H
By Program Size			
Group 1 (N=10)	3.2	2.7	-
Group 2 (N=10)	2.4	2.0	-
Group 3 (N=9)	1.7	1.2	-
Group 4 (N=11)	2.6	1.9	-
Group 5 (N=10)	3.1	3.6	-
By Staffing Trend			
Increasing Group (N=21)	2.2	2.0	-
Constant Group (N=20)	3.2	2.7	-
Decreasing Group (N=9)	2.3	1.8	-

15. Providing for vocational guidance and counseling - the initiation, implementation and improvement of high-quality vocational guidance and counseling programs and activities.

Table 28
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing for Vocational Guidance and Counseling

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.7	2.8	H
By Program Size			
Group 1 (N=10)	3.5	3.3	-
Group 2 (N=10)	2.2	2.2	-
Group 3 (N=9)	1.8	1.6	-
Group 4 (N=11)	2.5	2.9	-
Group 5 (N=10)	3.1	3.8	-
By Staffing Trend			
Increasing Group (N=21)	2.2	2.6	-
Constant Group (N=20)	2.9	2.8	-
Decreasing Group (N=9)	3.3	3.3	-

16. Assisting and/or coordinating vocational education preservice teacher education - teacher education activities designed to prepare vocational education teachers prior to employment in a school.

Table 29
Average Percent of Staff Time
Devoted to This Service or Activity:
Assisting and/or Coordinating Vocational Education
Preservice Teacher Education

Categories	FY 1976	fy 1980	Workload
For All States (N=50)	1.5	1.3	LH
By Program Size			
Group 1 (N=10)	1.1	.9	-
Group 2 (N=10)	1.7	1.5	-
Group 3 (N=9)	1.4	1.5	-
Group 4 (N=11)	1.6	1.4	-
Group 5 (N=10)	1.4	1.2	-
By Staffing Trend			
Increasing Group (N=21)	1.4	1.3	-
Constant Group (N=20)	1.3	1.3	-
Decreasing Group (N=9)	2.2	1.1	-

17. Assisting and/or coordinating vocational education inservice teacher education for credentialing - specifically designed programs of teacher education used with teachers who have transited from an occupation into education and thereby receive their teacher education while employed in a school.

Table 30
Average Percent of Staff Time
Devoted to This Service or Activity:
Assisting and/or Coordinating Vocational Education
Inservice Teacher Education for Credentialing

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	1.2	1.0	L
By Program Size			
Group 1 (N=10)	1.0	.8	-
Group 2 (N=10)	1.5	1.4	-
Group 3 (N=9)	1.4	1.4	-
Group 4 (N=11)	1.2	.9	-
Group 5 (N=11)	.9	.9	-
By Staffing Trend			
Increasing Group (N=21)	1.2	1.0	-
Constant Group (N=20)	1.1	1.1	-
Decreasing Group (N=9)	1.6	.9	-

18. Assisting and/or coordinating inservice education activities for upgrading - activities and services designed to upgrade a vocational education teacher's technical knowledge and/or skill and/or improve curriculum content and instructional methods and techniques. May also be in related areas of vocational education and may be designed for supervisors or administrators.

Table 31
Average Percent of Staff Time
Devoted to This Service or Activity:
Assisting and/or Coordinating Inservice Education
Activities for Upgrading

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.2	2.0	H
By Program Size			
Group 1 (N=10)	1.4	1.6	-
Group 2 (N=10)	2.7	2.2	-
Group 3 (N=9)	1.9	1.7	-
Group 4 (N=11)	2.6	1.9	-
Group 5 (N=10)	2.0	2.0	-
By Staffing Trend			
Increasing Group (N=21)	2.5	2.3	-
Constant Group (N=20)	1.9	1.9	-
Decreasing Group (N=9)	1.9	1.4	-

19. Conducting staff development activities - the activities designed for the development of state staff.

Table 32
Average Percent of Staff Time
Devoted to This Service or Activity:
Conducting Staff Development Activities

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	1.6	1.3	LH
By Program Size			
Group 1 (N=10)	1.4	1.2	-
Group 2 (N=10)	1.8	1.4	-
Group 3 (N=9)	.8	.8	-
Group 4 (N=11)	2.3	1.5	-
Group 5 (N=10)	1.7	1.6	-
By Staffing Trend			
Increasing Group (N=21)	1.8	1.5	-
Constant Group (N=20)	1.3	1.2	-
Decreasing Group (N=9)	1.8	1.3	-

20. Providing research services - promote, support, assist, monitor, evaluate and disseminate vocational education research.

Table 33
Average Percent of Staff Time
Devoted to This Service or Activity:
Providing Research Services

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	2.0	1.8	LH
By Program Size			
Group 1 (N=10)	1.9	1.8	-
Group 2 (N=10)	2.3	2.1	-
Group 3 (N=9)	1.7	1.4	-
Group 4 (N=11)	1.9	1.8	-
Group 5 (N=10)	2.1	1.9	-
By Staffing Trend			
Increasing Group (N=21)	2.1	2.1	-
Constant Group (N=20)	1.8	1.6	-
Decreasing Group (N=9)	2.1	1.7	-

21. Gathering, analyzing and disseminating data - provides information for program management information system including data and information of labor market supply and demand that can be disseminated to local educational agencies, state agencies and the Federal Government.

Table 34
Average Percent of Staff Time
Devoted to This Service or Activity:
Gathering, Analyzing and Disseminating Data

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	4.5	5.3	EH
By Program Size			
Group 1 (N=10)	4.5	5.1	-
Group 2 (N=10)	4.5	5.3	-
Group 3 (N=9)	4.5	5.4	-
Group 4 (N=11)	3.5	4.5	-
Group 5 (N=10)	5.7	6.5	-
By Staffing Trend			
Increasing Group (N=21)	4.6	5.6	-
Constant Group (N=20)	4.7	5.5	-
Decreasing Group (N=9)	3.8	4.3	-

22. Controlling fiscal expenditures - the receiving, allocation, disbursing and monitoring of funds used for vocational education within the state.

Table 35
Average Percent of Staff Time
Devoted to This Service or Activity:
Controlling Fiscal Expenditures

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	5.7	5.8	EH
By Program Size			
Group 1 (N=10)	7.9	7.2	-
Group 2 (N=10)	6.8	7.2	-
Group 3 (N=9)	6.2	6.0	-
Group 4 (N=11)	3.9	3.7	-
Group 5 (N=10)	5.2	5.4	-
By Staffing Trend			
Increasing Group (N=21)	4.6	5.7	-
Constant Group (N=20)	6.6	5.7	-
Decreasing Group (N=9)	6.2	6.0	-

23. Carrying out mandates - the activities and services carried out by state administration as a result of federal and state legislation or regulations.

Table 36
Average Percent of Staff Time
Devoted to This Service or Activity:
Carrying out Mandates

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	3.6	3.8	MH
By Program Size			
Group 1 (N=10)	1.8	1.8	-
Group 2 (N=10)	3.0	3.2	-
Group 3 (N=9)	3.2	3.9	-
Group 4 (N=11)	5.8	5.3	-
Group 5 (N=10)	3.9	4.5	-
By Staffing Trend			
Increasing Group (N=21)	4.4	4.6	-
Constant Group (N=20)	3.3	3.4	-
Decreasing Group (N=9)	2.4	2.7	-

24. Managing state staff and related functions - all activities associated with the maintenance and operation of the state administrative staff.

Table 37
Average Percent of Staff Time
Devoted to This Service or Activity:
Managing State Staff and Related Functions

Categories	FY 1976	FY 1980	Workload
For All States (N=50)	5.0	4.6	VH
By Program Size			
Group 1 (N=10)	6.4	6.4	-
Group 2 (N=10)	4.4	4.4	-
Group 3 (N=9)	4.4	3.6	-
Group 4 (N=11)	3.8	2.6	-
Group 5 (N=10)	6.3	6.1	-
By Staffing Trend			
Increasing Group (N=21)	5.8	5.6	-
Constant Group (N=20)	4.1	3.4	-
Decreasing Group (N=9)	5.4	4.8	-

Summarizing the 24 services or activities listed in order from extremely heavy (EH) to light (L), an (I) following a listed service or activity indicates an increase from fiscal year 1976 to fiscal year 1980. A (D) following a listed service or activity indicates a decrease from fiscal year 1976 to fiscal year 1980.

Extremely Heavy (each requiring five percent or more of staff time)

Maintaining management planning (I)
Maintaining accountability and evaluation (I)
Providing technical assistance for operations and compliance (D)
Providing technical assistance to subject areas of vocational education (D)
Gathering, analyzing and disseminating data (I)
Controlling fiscal expenditures (I)

Very Heavy (each requiring between four and five percent)

Maintaining fiscal planning (I)
Maintaining comprehensive planning (I)
Providing curriculum services (D)
Managing state staff and related functions (D)

Moderately Heavy (each requiring between three and four percent)

Eliminating sex bias/sex stereotyping (I)
Carrying out board policies (D)
Providing for programs for the handicapped (I)
Providing for programs for the disadvantaged (I)
Carrying out mandates (I)

Heavy (each requiring between two and three percent)

Providing for exemplary and innovative programs (D)
Providing for vocational guidance and counseling (I)
Assisting and/or coordinating inservice education activities for upgrading (D)

Less than Heavy (each requiring between one and two percent)

Consulting with state advisory committee (I)
Creating awareness of vocation education (D)
Assisting and/or coordinating vocational education preservice teacher education (D)
Conducting staff development activities (D)
Providing research services (D)

Light (less than one percent)

Assisting and/or coordinating vocational education inservice teacher education for credentialing (D)

Of the 24 activities or services, 12 are predicted to decrease, while the remaining 12 will increase. Activities having the greatest increase in staff time requirements from fiscal year 1976 through fiscal year 1980 are: maintaining management planning, maintaining accountability and evaluation, eliminating sex bias/sex stereotyping, and controlling fiscal expenditures. Activities having the greatest decrease in staff time requirements during the five-year period are: providing technical assistance for operations and compliance, and providing technical assistance to subject areas of vocational education.

In addition to the activities studied in this project, three states listed other activities and services. However, the activities and services studied are representative of what all state administrative staffs do. It is obvious that the services and activities performed by state administrative staffs are numerous and important to vocational education programs in a state. It is also apparent that increased federal regulations and mandates (without collateral funding support) for planning, data collection, accountability and evaluation are causing a redirection of state administrative activities and services.

Summary

The study data was concerned with three area of vocational education state administration. These areas were: (1) state administrative funding and staffing, (2) interpretation of trends concerning state administration as a result of the 1976 Amendments to VEA 1963, and (3) state administrative services and activities.

Data for areas (1) and (2) indicate that over half of the states may have problems in obtaining state funding support for vocational education administrative staffing. The funding that may be made available may, in many states, be below the necessary level requirements for a full and concentrated effort of state administrative services and activities. Failure of states to provide these services and activities to local districts could seriously affect the mission of vocational education.

Area (3) data indicates a trend by state administrative staffs toward a redirection of services and activities to those of fulfilling mandated compliance assignments and reducing leadership

assignments. Coupled with the federally mandated compliance is the Federal Government's apparent reluctance to fiscally support the states' cost in the completion of the mandated requirements. The relationship of federal fiscal support of mandated requests upon states needs a thorough modification.

Chapter 4
Conclusions

The mission of the state staff for vocational education was clearly stated in the Smith-Hughes Act: "... to promote the development of vocational education...." The role and the organizational patterns of state staffs in vocational education were developmentally defined in the period 1918 to the mid-1930s. The Federal Board for Vocational Education, through its staff activities and its bulletins, was the dominant influence in defining curriculum and setting program standards.

Furthermore, there were few other legal mandates at the federal, state or local levels which placed conflicting demands upon state staff performance. Beyond a reluctance of local schools to embrace vocational education as a major local responsibility, there were few societal attitudes or expectations to hinder state staff activities. Moreover, the program of vocational education was small; the funds were very modest.

Our present decade has major conflicting demands upon vocational education and the state staff. There are numerous mandates, the money for state programs is substantial, and the interest at the local level has grown tremendously. The Education Amendments of 1976, which express federal interest in not only vocational education but also in elementary and secondary education programs, as well as special attention to bilingual instruction, contains legal mandates that must be carried out by state staffs. Non-educational legislation, such as the 1975 Education for All Handicapped Children Act, Public Law 94-142, makes requirements of all public agencies, including vocational education.

While there has been no systematic study of the nature and the extent of state level vocational education legislation, there is wide recognition that many state legislative bodies have passed laws, some of which are permissive and some prescriptive in the area of vocational education. In a number of states, monies have been set aside for vocational education.

Study Data

Both the data in Tables 1, 2, 29, 30 and 32 and the discussion of the data is concerned with attaining vocational education goals, maintaining program standards and identifying state administrative staff roles. The decreasing or lessening of attention to these leadership activities may preclude a full range of state activities and services which may hinder or impede a concerted movement

toward the basic goals of vocational education.

Discussion

Examining the federal appropriations for vocational education monies indicates a growth from $3.5 million in 1918 to over $500 million in fiscal year 1976. About $3 billion in local monies were expended in fiscal year 1976 for vocational education. Noting only one other federal action for job training, the Comprehensive Education and Training Act currently is funded in excess of $2 billion.

Lastly, and briefly, individuals in local communities have shown a strong interest in vocational education by enrolling in a wide range of occupational training programs. Local school boards have found themselves engaged in massive building programs, accepting and soliciting large sums of state and federal monies in addition to levying higher local taxes and greatly increasing the number of vocational education employees.

Vocational education in the 1970s is much more complex. No adequate organizational plan has been developed. Indeed, no single plan may be possible. It is because of these existing conditions, presented in comments from state directors, that recommendations 1, 2 and 3 were formulated.

Study Data

The current redirection of activities and services from assisting local educational agencies (see Table 7) to comply with federal mandates and the pessimism in relationship to vocational education governance presented in Table 13 may indicate the necessity for reassessing current organizational structures, establishing a statewide comprehensive evaluation system and redesigning budgetary systems to be compatible with state administrative objectives.

Discussion

Analyses of the sources and activities indicate that states will have to collect data, plan, evaluate and be accountable for vocational education programs and for the supervision and administration of the programs. State administrative activities and services must provide for compliance to the federal act, as well as provide leadership. Consideration will have to be given by the states as to the role state administration will have. Will it be one of compliance implementation and monitoring or maintenance

of standards and leadership, or a combination of the two?

Whatever the role states will embrace, states will have to redefine their goals and objectives for state administrative services and activities. Vocational education cannot endure state administrative organizational structure, fiscal support and mission orientation that is capriciously or haphazardly designed because of expediency. The crux of the problem lies at how well state administrative staffs can demonstrate program effectiveness as a result of fiscal expenditures. This can be accomplished through realistic performance objectives and an accurate evaluation and reporting system. (See recommendations 4, 5 and 6.)

Study Data

From the data denoted in Tables 3, 4, 5 and 6, the concern for adequate state administrative staffing is raised. Realistic staff size needs to be identified and formulated. Curtailing state staff services and activities may be fiscally expedient, but it may not be fiscally responsible.

Discussion

The study data suggests a number of estimated operational patterns for state administration of vocational education. The majority of states use less than four percent of all vocational education funds for state administration. This amount of expenditures appears to be decreasing; although workloads are increasing, and additional staffing is required to maintain an adequate level of job performance. State administrative staffs that are currently constant in size or being decreased in size, in most cases, is a result of fiscal frugality within the states and the limitations placed on state administrative fiscal support by the 1976 Amendments to VEA 1963. (See recommendation 7.)

Study Data

The low attention given to creating awareness of vocational education may be a reason for conflicts with current CETA legislation (see Table 21). Individuals throughout the nation must be made aware of benefits and contributions of vocational education to economic security and employment mobility.

Discussion

The controlling purpose of vocational legislation, "to fit for useful employment," may be lost to systems engineers who view

education and the administration thereof as an industrial product-oriented enterprise. Vocational education is not a process of manufacturing number 5 tin cans; rather, it provides prescripted assistance and instruction to its clientele. Local and state supervision and administration maintain the standards and provide the leadership necessary to achieve the competency and objectives inherent in vocational education instruction. The low attention paid to increasing awareness of vocational education's accomplishment to the local communities and the state is essential. The populace must become aware that vocational education is a good investment and that it creates economic stability. (See recommendation 8.)

Study Data

The services and activities that were studied can be divided into compliance and leadership categories. Descriptions and data in Tables 14, 15, 22, 35 and 36 fall under compliance services and activities. Descriptions and data in Tables 16 and 17 indicate both compliance and leadership services and activities. All other tables, 17 through 34 and 37, are leadership services and activities. Empirical evidence of the historical growth of vocational education indicates that, through state staff leadership, vocational education's outreach, availability and resultant products have been enhanced.

Discussion

The services and activities provided by state administrative staffs are encompassing and essential to viable vocational education programs in a state. There are obvious redirections of staff efforts. Although the Smith-Hughes Act did not provide for state administrative expenditures, the states did establish and fund, through the Smith-Hughes Act, state supervisors and supporting clerical staffs for agri[illegible]ure, home economics, trade and industrial education, and [illegible]er training for these three substantive areas. The George-Barden Act did provide for state administration which has continued on through the Vocational Education Act of 1963 and its subsequent amendments. State administrative staffs are focusing their attention more and more on compliance activities and less and less on program quality through leadership activities. It appears that a balance between compliance and leadership must be attained and maintained. (See recommendation 9.)

Study Data

The fact that over 50 percent of the states are not optimistic of

acquiring state legislative support is critical to the continuance of adequate and proper state administrative staff functions . (See Tables 8, 9 and 11.) Generally, state legislatures are supportive when they fully understand the resultant effects of their actions. Inability to obtain state legislative support will be detrimental to the states having from medium to large vocational education programs.

Discussion

The concern for obtaining state legislative support for state administration of vocational education is veritable. Awareness of lack of state legislative support and taxpayers' reluctance to increase taxes is extremely critical to at least 27 states. The study found that over 50 percent of the states anticipate a serious problem in obtaining adequate funding for state administration from their legislatures. Development of a positive, cooperative linkage among the state administrative staff and the legislators, their staffs and committees is essential in strengthening vocational education within the state. (See recommendation 10.)

Study Data

Data presented in Tables 10 and 12 emphasize the need for Congress to reassess the limitation of 50 percent maximum federal funding of state administrative staffs in fiscal year 1980. No federal act should discriminate against groups. The legal stipulation, as now stated, would discriminate against states having medium to large vocational education programs.

Discussion

In responding to the inquiry document, the state director of Connecticut listed 11 items which has increased the workload of state administrative staffs. These items are:

1. preparation of more explicit and extensive five-year plans
2. preparation of more explicit and extensive annual program plans, accountability reports and data collection
3. program evaluation
4. assurance of greater inter- and intra-agency coordination
5. modification of existing state management information systems to meet requirements of the new national management

information systems - Vocational Education Data System (VEDS) currently being established by the National Center for Educational Statistics (NCES)

6. establishment and operation of a state occupational information coordinating committee

7. increased planning, monitoring, and evaluation activities of national priority programs for the handicapped and disadvantaged

8. additional documentation of state and local maintenance of effort and matching requirements

9. planning and implementing extended services to newly identified populations

10. preparation and operation of comprehensive plans

11. activities to eliminate sexism, as stipulated throughout the Act

The state director further added, "An adequate program of state administration would undoubtedly call for additional staff in significant numbers, which cannot be predicted until many of the items cited above take form and substance. State budget levels and policies emphasize the utilization of federal grant funds to pay the costs associated with the grant program. The percentages called for in the Vocational Act of 1976 certainly will reduce our ability to respond in this important area."

Many other states voiced similar concerns about increased federal requirements with decreased fiscal support from the federal government. The concerns for accountability, planning and evaluation by the Federal Government are genuine. The concerns by the states to comply with federal mandates and to concurrently provide viable vocational education programs is uppermost. The cooperative working arrangements between the Federal Government and the states must be reinforced. (See recommendation 11.)

The results of the study indicate that funding for state administration is limited, staffing is not extensive for the workloads, federal mandates are causing redirection in the emphasis of state administrative activities, state administrative staffs perform a series of services and activities essential to strong local vocational programs, and that a review of limitations of federal fiscal support in fiscal year 1980 should be reexamined by Congress.

Chapter 5
Recommendations

Many states are under a restricted taxing structure concurrently with increased requirements imposed by federal and state legislation and regulations. The following recommendations are based upon the findings of this study and a general review of the literature pertaining to vocational education. State directors of vocational education, operating in the current fiscal environment may want to consider those recommendations which are applicable to their states. Most state directors are currently considering or implementing policies related to these recommendations. The recommendations are stated as needs:

1. <u>There is need to reassess the goals of vocational education within the state</u>.

   There is no doubt that state directors are familiar with the goals of vocational education, but there are a number of questions that need to be answered in the light of recent developments. When and how often are these goals reviewed and discussed with the practitioneers of vocational education in the state? How effective are communication links between state administrative staffs and the local vocational education practitioneers? Are the programs in the state designed, operated and evaluated so as to obtain the greatest impact?

2. <u>There is need to review standards for vocational education teachers, supervisors and administrators</u>.

   Vocational education has always stressed the need to obtain and train competent teachers, supervisors and administrators; yet this study found a decreasing effort at the state level for this type of activity. Current federal legislation lets this whole area come under the discretion of the states. Are standards in existence that have substance? Do state legislators recognize the key role vocational education teachers, supervisors and administrators play in effecting good vocational education results?

3. <u>There is need to identify the state administrative staff role</u>.

   As long as state legislators consider state administrative staff job duties in a limited way, state support for state administration may be difficult to obtain. State administrative staffs may have to reassess their job roles. They will have

to determine how much time should be devoted to monitoring for compliance and how much time should be given toward leadership activities.

4. <u>There is need to reassess state administrative organizational structures in the light of changing emphasis on services and activities</u>.

Many state administrative staffs have evolved from a small staff to a rather large staff. A number of states have reorganized. It may, again, be time for state administrative staffs to review the scope of their activities in order to provide the most effective and efficient service in their states.

Three models are herein presented representing different levels of state administrative service. These models are referred to as: A model, B model, and C model. "A model - compliance" is designed for states concerned only with fulfilling state and federal mandates. The functions carried out by this model are concerned primarily with:

- drafting legal documents of compliance of state to federal guidelines

- planning and/or compiling projections of local program changes over one or more yearly periods

- allocating and/or authorizing disbursement of federal monies

- developing and disseminating state policies and practices which are interpretations of federal statues and guidelines

- monitoring local implementation of federal programs

- evaluating compliance with federal statutes

- withholding federal monies from non-complying districts

- directing local agencies to return federal monies

"B model - program/leadership" provides for performing both compliance and leadership activities and services. In addition to the many activities performed, as in A model, a few of the leadership functions may be concerned with:

- developing and/or disseminating guidelines to inform

local education agencies on ways to qualify for state assistance

- providing technical expertise (subject matter and/or program offerings)

- coordinating services which are essential to compliance and are offered by agencies other than the state vocational staff and a given local education agency

- operating inservice development meetings for teachers, supervisors and administrators of vocational education

"C model - community leadership" provides the functions of Models A and B and, in addition, establishes communication links with community groups, organized labor and employers interested in vocational education.

Whichever model is selected, the process of reassessment should affirm the thrust of vocational education in a state.

5. There is need to develop a comprehensive evaluation system within each state.

No other area of public education is more concerned with how well the instructional program prepares the student for success on the job. However, vocational education state administrative staffs need to develop an effective comprehensive evaluation system based upon: (1) attaining student competency objectives, (2) placing graduates in suitable jobs, and (3) assessing the attitudes of the community toward the products of vocational education. The evaluation programs will require a follow-up component. Most states are doing parts of an evaluation program; however, a national study is needed to determine the operational aspects of a comprehensive evaluation system and to disseminate the findings.

6. There is need to relate state administrative budgets to desired objectives.

A clearly stated relationship between worthy goals of vocational education and fiscal requirements is an essential part of the budgetary process. Budgets designed to attain objectives should attempt to assess the cost-benefit relationships. Whichever budget system is adopted, be it program budgeting or task cost budgeting or some other

system, audit trails must be available to relate expenditures to objectives. The procedure for allocating dollars to categories, such as professional staff, clerical staff, and supplies and expenses. should be interrelated to state administrative staff performance objectives.

7. There is need for adequate state administrative staffing.

   Most states reported that current staff size was inadequate for increased workloads. Vocational education, as in the case in all other areas of specialization, needs skilled and knowledgeable personnel. These staff persons need to have training and experience in vocational education. Essential to recruiting a competent state staff is the development of job performance objectives and a clear statement of their relationship to the goals of vocational education.

8. There is need for continuing analyses of vocational education programs to establish their values as investments.

   Vocational educators generally believe that vocational education is a good investment, but not much supporting data is gathered and disseminated. By developing our nation's human resources, we achieve a contributing citizenry to our economy and welfare. As part of the evaluation process, state directors need to gather and disseminate information concerned with the economic returns from vocational education.

9. There is need for state administrative staffs to exert leadership in planning, implementing and monitoring a comprehensive vocational education program.

   It appears that state administrative staffs are behind and have to continually "catch up." This may be a result of mandates being developed at state and federal levels by individuals who are not thoroughly familiar with the characteristics and goals of vocational education. Some state directors may need to analyze the area in which they believe they are behind and develop strategies to correct weaknesses in their operational procedures.

10. There is need to acquire state legislative support for all facets of vocational education.

    With the transfer of responsibility for financial support of state administration to state legislatures, it is necessary

for state directors to have close working relationships with their state legislators. It is not suggested that state directors become lobbyists but, rather, they develop a data and resource information bank from which members of the legislature can depend upon and from which they can seek assistance. It is through this type of working arrangement that the state legislature can become more attuned to the needs of vocational education.

11. <u>There is need to have federal funds to support federal mandated avtivities</u>.

    Without the aid of federal funds for fulfilling federal mandated activities, many state administrative staffs will be prevented from providing a full-range of necessary services and activities. The need for additional federal fiscal support for state administrative services is the major finding of this study. Rethinking by the Federal Government in this particular area of vocational education funding is essential - positive fiscal support may be critical to over 50 percent of the states in the nation.

New demands upon the state staff for informational reports are intended to assure that congressional mandates are met. As these mandates become more detailed, earmarking specific amounts of money for various segments of the program and for various categories of students, statistical reports intended to assure compliance proliferate. Within the state administrative agencies, preparation of these reports encroaches upon staff time and energy formerly devoted to program improvement.

By diverting staff time from program improvement activities and by substituting "regulation-following" for creative planning, the increased reporting demands may actually reduce program effectiveness. This study cannot ascertain if program effectiveness is being reduced, but it can alert us all to the danger and point to a need for a carefully designed reporting system which provides essential information without overburdening local and state administrative staffs.

From the comments of responding states, state administrative leadership is as essential as fulfilling mandates for compliance. In addition, there is an inherent tendency to defend organizational structures, operational practices and legislative actions. Reassessment of resultant consequences can make corrections.

Vocational education is essential to a complete educational system and should not be denied or constrained from performing its mission. Funding for all aspects of vocational education, including state administrative staff activities, is essential for viable educational programs within the states. Reassessment should be done in a positive manner so that vocational education can increase its impact upon the individuals enrolled in its programs and thereby increase our nation's economic stability. The time for both state and federal reassessment is now.

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APPENDIX A
Statistical Tables of State Administrative Services and Activities by Program Size

This appendix contains statistical tables of state administrative activities by range, mean, median and mode by grouping states into five categories based upon total expenditures for vocational education programs for fiscal years 1976, 1978 and 1980. Comparison tables for the fiscal years 1976, 1978 and 1980, as well as a table that displays comparisons between fiscal years 1976 and 1980, are included.

APPENDIX A-1: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY PROGRAM SIZE FOR FY 1976

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	2	3	0	3	1	0	1	1	0	4	12	1	2	1	1	0	0	0	0	0	2	2	0	1
H	14	7	6	10	8	3	2	2	5	14	35	3	8	8	13	2	2	3	2	3	6	12	4	18
M	5.8	4.9	2.9	6.4	3.3	1.4	1.5	1.2	2.7	8.0	22.1	2.2	4.3	3.2	3.5	1.1	1.0	1.4	1.4	1.9	4.5	7.9	1.8	6.4
Md	4	5	3	7	3	1	2	1	2	7	20	2	4	2	2	1	1	1	1	2	5	9	1	5
Mo	4	5	4	7	3	2	2	1	2	8	20	2	4	2	2	1	1	1	1	2	5	9	1	9

Program Size 1 (N=10)

L	1	2	1	2	1	0	1	1	1	0	8	1	1	1	1	0	0	0	1	1	2	4	0	0
H	8	7	6	10	10	2	3	4	10	22	36	4	6	4	5	4	4	6	3	4	7	14	6	9
M	4.0	4.3	2.6	6.2	4.0	1.2	1.7	1.8	4.2	8.6	20.9	2.8	3.8	2.4	2.2	1.7	1.5	2.7	1.8	2.3	4.5	6.8	3.0	4.4
Md	4	4	2	6	3	1	2	1	3	6	20	3	4	2	2	1	1	3	1	2	4	6	3	4
Mo	4	2	2	6	3	1	2	1	3	6	14	4	4	2	2	1	1	3	1	2	5	6	3	5

Program Size 2 (N=10)

L	0	1	0	2	0	0	0	0	0	0	2	1	1	1	1	0	0	0	0	1	1	1	0	0
H	10	6	11	20	20	2	3	5	8	20	56	6	6	3	3	3	3	4	2	3	10	12	10	10
M	4.4	2.9	2.9	7.6	7.7	.8	.8	2.3	3.6	8.1	23.9	2.8	3.4	1.7	1.8	1.4	1.4	1.9	.8	1.7	4.5	6.2	3.2	4.4
Md	2	2	2	4	5	1	1	1	2	5	15	2	3	1	1	1	1	2	1	1	2	3	2	2
Mo	5	1	2	4	5	1	1	5	2	5	24	2	3	1	1	1	1	2	1	1	1	3	2	2

Program Size 3 (N=9)

APPENDIX A-1 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	1	1	2	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1
H	10	13	13	70	15	4	3	5	10	22	26	10	10	4	7	5	3	9	5	5	7	9	21	8
M	4.9	5.7	5.4	11.9	3.6	1.1	1.5	2.6	5.0	5.8	12.8	3.7	3.7	2.6	2.5	1.6	1.2	2.6	2.3	1.9	3.5	3.9	5.8	3.8
Md	5	5	3	7	2	1	1	2	5	5	14	3	3	3	2	1	1	3	2	2	4	4	4	4
Mo	5	5	1	7	2	1	1	2	5	5	11	3	3	2	2	1	1	3	2	3	4	4	3	4

Program Size 4 (N=11)

L	1	2	1	2	1	0	1	1	2	3	0	2	2	2	1	1	0	1	1	0	2	3	2	3
H	10	8	10	10	15	10	3	4	6	15	40	5	5	5	10	3	2	3	3	4	10	10	6	11
M	5.1	4.0	4.5	5.9	4.0	4.0	1.7	2.5	3.7	7.2	14.8	3.1	3.2	3.1	3.1	1.4	.9	2.0	1.7	2.1	5.7	5.2	3.9	6.3
Md	4	4	5	5	2	2	2	2	3	6	13	3	3	2	2	1	1	2	2	2	6	5	4	5
Mo	7	4	5	5	2	1	2	3	3	8	13	2	3	2	3	1	1	2	2	2	6	5	5	5

Program Size 5 (N=10)

NOTES:

1. Program Size 1, contains the 10 largest state programs whereas Program Size 5, is made up of the smallest state programs. Program size grouping decreases in size from Group 1 to Group 5.

2. L = Lowest Percentage, H = Highest Percentage, M = Mean, M' = Median, and Mo = Mode.

APPENDIX A-2: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1976

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				D	D				D		I											I	D	I
Md									D													I	D	
Mo			I																			I		I

Program Size 1 (N=10)

L																								
H																								
M			D	D						I	I											I		
Md																								
Mo		D								D		I						I				I		

Program Size 2 (N=10)

L																								
H																								
M		D			I	D					I													
Md	D	D		D	I				D		D										D	D		D
Mo		D		D	I			I		D	I										D			D

Program Size 3 (N=9)

APPENDIX A-2 (Continued)

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M		I	I	I					I	D	D											D	I	D
Md											D													
Mo									I	D	D							I						

Program Size 4 (N=11)

L																								
H																								
M				D		I					D										I			I
Md			I								I										I			
Mo	I		I	D				I			I										I	I	I	

Program Size 5 (N=10)

NOTE:

I = Increase over ±1 for Mean, Median and Mode.

D = Decrease over ±1 for Mean, Median and Mode.

APPENDIX A-3: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY PROGRAM SIZE FOR FY 1978

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	3	3	0	6	0	2	1	1	0	3	6	1	2	1	1	0	0	0	0	0	2	2	0	0
H	10	6	8	15	8	3	2	2	5	16	30	3	8	6	13	2	1	4	2	3	8	10	4	18
M	6.0	4.9	3.6	8.3	2.7	2.2	1.5	1.2	2.7	7.7	19.6	2.4	4.3	2.7	3.3	.9	.8	1.7	1.2	1.9	5.1	7.3	1.8	6.4
Md	5	5	3	8	2	2	2	1	2	7	19	3	4	2	2	1	1	1	1	2	5	8	1	5
Mo	5	5	5	8	2	2	2	1	2	3	19	3	4	2	2	1	1	1	1	2	5	8	1	9

Program Size 1 (N=10)

L	1	2	1	4	1	1	1	1	1	0	7	1	2	1	1	0	0	0	1	1	2	5	0	0
H	9	8	6	14	8	4	3	4	10	22	38	5	7	3	5	3	3	4	3	4	8	14	6	9
M	4.3	4.6	2.8	7.5	3.9	2.3	1.9	1.8	3.9	7.6	18.5	3.0	4.0	2.0	2.2	1.6	1.5	2.2	1.4	2.1	4.9	7.2	3.3	4.9
Md	5	4	2	8	3	2	2	1	3	6	14	3	4	2	2	1	1	3	1	2	5	6	3	3
Mo	5	5	2	8	3	2	2	1	5	10	10	3	4	2	2	1	1	4	1	2	5	5	5	2

Program Size 2 (N=10)

L	1	1	0	2	0	1	0	0	0	0	2	2	2	1	1	1	1	0	0	1	1	3	0	0
H	10	5	11	20	22	6	3	5	6	19	55	5	6	2	3	2	3	3	2	3	12	12	10	10
M	5.2	2.8	2.8	7.7	8.7	2.8	.8	1.9	3.3	8.2	21.2	2.8	3.6	1.3	1.6	1.4	1.4	1.7	.8	1.4	4.7	5.8	4.1	3.7
Md	5	2	2	4	5	2	1	1	2	5	12	2	3	1	1	1	1	1	1	1	2	4	2	2
Mo	5	1	2	4	5	1	1	2	2	5	24	2	3	1	2	1	1	2	1	1	3	3	2	2

Program Size 3 (N=9)

APPENDIX A-3 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0
H	10	13	27	70	15	5	3	5	10	17	25	5	6	4	8	7	2	8	3	4	9	9	21	8
M	5.3	6.2	7.1	13.6	3.7	2.9	1.6	2.3	4.6	4.8	10.3	3.0	3.4	2.1	3.2	1.4	.9	1.9	1.7	1.5	3.3	3.8	6.0	3.0
Md	6	5	3	8	2	3	2	2	4	3	7	3	3	2	3	1	1	1	2	1	4	4	4	3
Mo	6	5	3	8	2	2	1	1	5	3	7	4	3	1	3	1	1	1	2	1	3	4	3	3

Program Size 4 (N=11)

L	1	3	1	2	1	1	1	1	2	2	0	2	2	1	1	1	0	1	1	0	2	2	2	3
H	12	7	10	12	8	13	3	5	6	15	28	5	5	10	10	3	2	3	3	5	10	10	9	11
M	5.4	4.5	4.9	6.2	2.4	6.8	1.8	2.3	3.7	6.4	11.2	3.3	3.5	3.6	3.8	1.2	.8	1.9	1.6	2.0	6.2	5.4	4.6	6.1
Md	4	4	5	5	2	5	2	2	3	5	8	3	3	2	3	1	1	2	1	2	6	5	4	5
Mo	4	5	5	5	2	9	2	2	3	5	8	2	3	2	3	1	1	1	1	2	6	5	5	3

Program Size 5 (N=10)

APPENDIX A-4: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1978

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M					D	D					I											I	D	I
Md										I	I											I	D	I
Mo			I							D	D											I	D	I

Program Size 1 (N=10)

L																								
H																								
M			D	D		D					I											I		
Md																								
Mo									I	I	D							I					I	

Program Size 2 (N=10)

L																								
H																								
M		D	D	D	I					I	I				D									
Md		D		D	I						D										D	I		
Mo		D		D	I																D	I		

Program Size 3 (N=9)

APPENDIX A-4 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M		I	I	I						D	D										D	D	I	D
Md										I	D											D		
Mo									I	I	D	I									D			

Program Size 4 (N=11)

L																								
H																								
M				D	D	I					D			I							I			I
Md			I	D		I					D													I
Mo			I	D		I					D												I	

Program Size 5 (N=10)

APPENDIX A-5: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY PROGRAM SIZE FOR FY 1980

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	3	3	0	6	0	2	1	0	0	3	6	1	2	1	1	0	0	0	0	0	2	2	0	0
H	8	6	11	15	10	3	2	2	5	15	30	3	8	6	13	2	1	4	2	3	8	10	4	18
M	5.6	4.9	4.1	9.0	2.9	2.2	1.5	1.1	2.7	7.5	19.4	2.4	4.3	2.7	3.3	.9	.8	1.6	1.2	1.8	5.1	7.2	1.8	6.4
Md	5	5	3	8	2	2	2	1	2	7	19	3	4	2	2	1	1	1	1	2	5	8	1	5
Mo	5	5	6	7	2	2	2	1	2	3	19	3	4	2	2	1	1	1	1	2	5	8	1	9
Program Size 1 (N=10)																								
L	1	2	1	4	1	1	1	1	1	0	7	2	2	1	1	0	0	0	1	1	2	5	0	0
H	9	8	6	14	8	5	3	4	10	22	38	6	7	3	5	3	3	4	3	4	8	14	6	9
M	4.3	4.6	2.8	8.2	3.8	2.8	1.8	1.8	3.9	7.5	17.4	3.5	4.2	2.0	2.2	1.5	1.4	2.2	1.4	2.1	5.3	7.2	3.2	4.4
Md	4	4	2	8	3	3	2	1	3	6	11	3	4	2	2	1	1	3	1	2	5	6	3	3
Mo	5	5	2	8	3	3	2	1	5	5	7	3	4	2	2	1	1	4	1	2	5	5	5	2
Program Size 2 (N=10)																								
L	1	1	0	2	0	1	0	0	0	0	2	2	2	1	1	1	1	0	0	1	1	3	0	0
H	10	5	11	20	22	5	3	6	6	20	55	6	6	2	3	2	3	3	2	3	14	12	10	10
M	5.6	2.8	2.9	8.2	8.6	2.5	.9	2.1	3.4	8.1	20.5	2.9	3.7	1.2	1.6	1.5	1.4	1.7	.8	1.4	5.4	6.0	3.9	3.6
Md	5	2	2	6	4	2	1	2	3	5	11	2	3	1	1	1	1	1	1	1	3	4	2	2
Mo	5	1	3	6	4	3	1	2	4	8	24	2	3	1	2	1	1	2	1	1	3	3	2	2
Program Size 3 (N=9)																								

APPENDIX A-5 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	1	0	2	1	2	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0
H	10	17	17	70	15	7	3	5	10	18	25	4	5	3	7	7	2	8	3	7	10	9	13	7
M	5.5	6.7	5.8	15.0	4.1	4.1	1.5	2.2	4.4	4.3	9.9	3.0	3.3	1.9	2.9	1.4	.9	1.9	1.5	1.8	4.5	3.7	5.3	2.6
Md	6	6	5	9	3	5	2	2	4	3	7	3	4	2	3	1	1	1	1	1	4	4	4	2
Mo	6	8	2	9	3	5	2	3	5	3	5	4	5	2	3	1	1	1	1	1	3	4	3	2

Program Size 4 (N=11)

L	1	3	1	2	1	1	1	1	2	2	0	2	2	1	1	1	0	1	1	0	2	2	2	3
H	12	7	10	12	8	13	3	5	6	15	20	5	5	10	10	3	2	3	3	5	12	10	9	11
M	5.4	4.5	4.9	7.0	2.4	6.8	1.8	2.3	3.7	6.5	10.2	3.3	3.5	3.6	3.8	1.2	.9	2.0	1.6	1.9	6.5	5.4	4.5	6.1
Md	4	4	5	6	2	5	2	2	3	5	8	3	3	2	3	1	1	2	1	2	6	5	4	5
Mo	4	5	5	5	2	9	2	2	3	5	8	2	3	2	3	1	1	1	1	2	6	5	5	3

Program Size 5 (N=10)

APPENDIX A-6: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1980

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M					D	D					I											I	D	I
Md										I	I											I	D	I
Mo			I							D	D										I	I		I

Program Size 1 (N=10)

L																								
H																								
M			D	D							I											I		
Md											D													
Mo				I					I		D							I			I		I	

Program Size 2 (N=10)

L																								
H																								
M		D	D	D	I	D				I	I				D									
Md		D		D							D										D	D		
Mo		D			I				I	I												D		

Program Size 3 (N=9)

APPENDIX A-6 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M		I	I	I						D	D											D	I	D
Md			I			I				D	D											D		
Mo		I		I		I		I	I	D	D	I												

Program Size 4 (N=11)

L																								
H																								
M				D	D	I					D			I							I			I
Md			I	D		I					D													I
Mo			I			I					D										I		I	

Program Size 5 (N=10)

APPENDIX A-7: DIFFERENCE BETWEEN FY 1976 AND FY 1980 FOR STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY +1 FOR MEAN, MEDIAN AND MODE

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M			I	I							D													
Md																								
Mo			I							D														

Program Size 1 (N=10)

L																								
H																								
M				I		I				D	D													
Md				I		I					D													
Mo		I		I		I			I		D												I	D

Program Size 2 (N=10)

L																								
H																								
M	I					I					D													
Md	I			I							D													
Mo				I		I		D	I	I											I			

Program Size 3 (N=9)

APPENDIX A-7 (Continued)

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I		I				D	D													D
Md			I	I		I				D	D							D						D
Mo		I		I		I				D	D		I					D		D				D

Program Size 4 (N=11)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I	D	I					D													
Md						I					D													
Mo	D					I				D	D													D

Program Size 5 (N=10)

APPENDIX F
Statistical Tables of State Administrative Services and Activities by Staffing Trends

This appendix contains statistical tables of state administrative activities by range, mean, median and mode by grouping states into three categories based upon staffing trends for fiscal years 1976, 1978 and 1980. Comparison tables are presented for the fiscal years 1976, 1978 and 1980, as well as a table that displays comparisons between fiscal years 1976 and 1980. The three groups established are Group A, staffs that will increase; Group B, staffs that will remain constant; and Group C, staffs that will decrease during the period of fiscal years 1976 through 1980.

APPENDIX B-1: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY STAFFING TREND FOR FY 1976

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	0	1	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
H	14	13	13	70	20	10	3	5	10	22	56	10	10	8	13	5	4	9	5	5	10	14	21	18
M	4.9	4.3	3.7	7.7	4.4	1.9	1.4	2.2	3.9	7.5	18.7	2.9	3.7	2.6	2.7	1.5	1.2	2.2	1.6	2.0	4.5	5.7	3.6	5.0
Md	4	5	3	6	3	1	1	2	4	6	20	3	4	2	2	1	1	2	1	2	4	5	3	4
Mo	5	5	2	7	2	1	1	1	2	8	20	2	4	2	2	1	1	1	1	2	4	3	2	5

All States (N=50)

L	0	1	1	2	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1
H	10	13	13	15	15	10	3	5	8	22	56	10	10	4	7	5	4	9	5	5	10	12	21	18
M	4.7	4.6	4.1	5.6	4.1	1.9	1.4	2.3	3.9	7.6	19.7	3.2	3.7	2.2	2.2	1.4	1.2	2.5	1.8	2.1	4.6	4.6	4.4	5.8
Md	4	5	2	5	3	1	1	2	4	6	20	3	4	2	2	1	1	2	1	2	4	4	3	5
Mo	3	5	2	7	2	1	1	2	5	8	20	2	4	2	1	1	1	3	1	1	4	3	2	5

Group A (N=21)

L	1	1	0	2	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	0
H	14	9	12	70	20	9	3	5	10	19	45	5	8	8	10	3	3	4	2	4	10	14	10	10
M	5.1	4.1	3.5	9.9	4.5	2.0	1.5	2.1	4.0	7.5	16.3	2.7	3.8	3.2	2.9	1.3	1.1	1.9	1.3	1.8	4.7	6.6	3.3	4.1
Md	5	4	3	6	3	1	2	1	3	7	14	3	4	3	3	1	1	1	1	2	5	5	3	4
Mo	5	4	5	5	2	1	2	1	3	8	15	2	4	2	3	1	1	1	1	2	6	5	3	4

Group B (N=20)

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APPENDIX B-1 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	[illegible]	2	0	5	1	0	1	1	0	1	5	1	2	2	1	1	1	1	1	1	2	3	0	3
H	10	6	6	10	15	2	2	5	10	22	35	4	5	3	13	5	3	3	3	3	7	10	6	9
M	4.7	4.3	3.3	7.7	4.6	1.4	1.4	2.6	3.7	7.1	21.7	2.8	3.3	2.3	3.3	2.2	1.6	1.9	1.8	2.1	3.8	6.2	2.4	5.4
Md	4	5	3	7	3	1	1	1	4	5	23	3	3	2	2	2	2	2	2	2	4	6	2	5
Mo	4	5	2	7	3	1	1	1	4	6	27	3	3	2	2	1	2	2	2	2	4	6	2	6

Group C (N=9)

NOTES:

1. Group (A) are states having an increase in staffing, Group (B) are states remaining constant in staffing, and Group (C) decreasing in staffing.

2. L = Lowest Percentage, H = Highest Percentage, M = Mean, Md = Median, and Mo = Mode.

APPENDIX B-2: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1976

Activities in Sequence Order of Tables 14 Through 37

All States (N=50)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M																								
Md																								
Mo																								

Group A (N=21)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				D																		D		
Md																								
Mo	D								I															

Group B (N=20)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I																				
Md											D													
Mo			I	D							D										I	I		

APPENDIX B-2 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M																							D	
Md											I													
Mo									I	D	I											I		

Group C (N=9)

NOTE:

I = Increase over ±1 for Mean, Median and Mode.

D = Decrease over ±1 for Mean, Median and Mode.

APPENDIX B-3: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY STAFFING TREND FOR FY 1978

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	1	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
H	12	13	27	70	22	13	3	5	10	22	55	5	8	10	13	7	3	8	3	5	12	14	21	18
M	5.2	4.6	4.3	9.1	4.2	3.4	1.6	1.9	2.7	7.0	16.0	2.9	3.7	2.3	2.9	1.3	1.1	2.0	1.4	1.8	5.0	6.1	4.0	4.7
Md	5	5	3	7	2	2	2	1	3	5	14	3	4	2	2	1	1	2	1	2	5	6	3	3
Mo	5	5	2	8	2	2	2	1	2	5	25	2	4	2	2	1	1	1	1	2	5	5	3	2
All States (N=50)																								
L	1	1	0	2	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1
H	12	13	27	15	12	12	3	5	8	18	55	5	6	10	8	7	3	8	3	5	10	12	21	18
M	5.1	5.2	5.1	7.1	3.3	3.4	1.6	2.2	3.6	6.6	16.0	3.1	3.7	2.1	2.7	1.3	1.1	2.2	1.6	1.9	5.1	5.6	4.9	5.8
Md	5	5	3	7	2	2	2	2	3	5	15	3	4	2	2	1	1	2	1	1	5	5	4	5
Mo	5	3	2	7	2	2	2	2	5	5	15	2	4	1	2	1	1	1	1	1	5	5	3	3
Group A (N=21)																								
L	1	1	0	3	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	0
H	10	9	12	70	22	13	3	5	10	19	38	5	8	6	10	4	3	4	2	4	12	14	10	9
M	5.1	4.6	3.5	10.5	5.2	3.8	1.6	1.6	3.7	7.8	14.4	2.7	3.9	2.8	2.8	1.3	1.1	1.9	1.2	1.6	5.2	6.6	3.6	3.5
Md	5	5	4	6	3	3	2	1	3	7	11	3	4	2	2	1	1	1	1	2	4	6	2	3
Mo	5	5	5	8	2	2	2	1	5	7	11	2	4	2	3	1	1	1	1	2	3	8	2	2
Group B (N=20)																								

APPENDIX B-3 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	2	0	5	0	2	1	1	0	1	5	1	2	1	1	0	0	0	0	1	0	0	0	0
H	10	7	11	25	15	5	2	5	10	22	30	4	5	3	13	3	2	4	3	3	9	10	6	9
M	5.8	4.8	4.1	10.4	3.9	2.7	1.5	1.6	3.7	6.3	19.2	2.9	3.4	1.8	3.6	1.1	.9	1.6	1.4	1.8	4.2	6.0	2.6	4.8
Md	5	5	3	8	2	2	1	1	4	4	20	3	3	2	2	1	1	1	1	2	5	6	3	5
Mo	5	5	2	8	2	2	1	1	4	3	25	3	3	2	2	1	1	1	1	2	5	6	3	6

Group C (N=9)

APPENDIX B-4: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1978

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M																								
Md																								
Mo																								

All States (N=50)

L																								
H																								
M				D																				I
Md																								I
Mo		D							I		D													

Group A (N=21)

L																								
H																								
M				I							D													D
Md										I	D													
Mo			I						I	I	D										D	I		

Group B (N=20)

APPENDIX B-4 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I							I												D	
Md											I													I
Mo									I	D														I

Group C (N=9)

APPENDIX B-5: STATISTICAL DATA FOR STATE ADMINISTRATIVE ACTIVITIES BY STAFFING TREND FOR FY 1980

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	1	0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
H	12	17	17	70	22	13	3	6	10	22	55	6	8	10	13	7	3	8	3	7	14	14	13	18
M	5.3	4.7	4.2	9.9	4.3	3.7	1.6	1.9	3.7	6.7	15.2	3.0	3.8	2.2	2.8	1.3	1.0	2.0	1.3	1.8	5.3	5.8	3.8	4.6
Md	5	5	3	8	3	3	2	2	3	5	14	3	4	2	2	1	1	2	1	2	5	6	3	3
Mo	5	5	2	6	2	2	2	1	2	5	25	2	4	2	2	1	1	1	1	2	3	5	2	2

All States (N=50)

L	1	1	0	2	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1
H	12	17	17	15	12	12	3	6	7	18	55	6	7	10	7	7	3	8	3	7	12	12	13	18
M	5.2	5.3	4.6	8.2	3.4	4.1	1.7	2.2	3.6	6.1	14.7	3.2	3.8	2.0	2.6	1.3	1.0	2.3	1.5	2.1	5.6	5.7	4.6	5.6
Md	5	5	3	8	3	3	2	2	3	5	12	3	4	2	2	1	1	2	1	1	5	5	4	4
Mo	3	3	2	7	2	2	2	2	5	3	15	2	5	1	2	1	1	1	1	1	5	5	3	2

Group A (N=21)

L	1	1	0	4	0	1	0	0	0	0	0	2	1	1	0	0	0	0	0	0	1	1	0	0
H	10	10	12	70	22	13	3	5	10	20	38	5	8	6	10	4	3	4	2	3	14	14	9	9
M	5.1	4.0	4.1	11.1	5.4	3.9	1.6	1.7	3.8	7.6	14.1	2.8	3.9	2.7	2.8	1.3	1.1	1.9	1.2	1.6	5.5	5.7	3.4	3.4
Md	5	5	4	7	3	3	2	1	3	7	11	3	4	2	3	1	1	1	1	2	5	6	2	3
Mo	6	5	4	6	3	3	2	1	5	8	8	2	4	2	3	1	1	1	1	2	3	5	2	2

Group B (N=20)

APPENDIX B-5 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L	1	2	0	6	0	2	1	1	0	1	5	1	2	1	1	0	0	0	0	1	0	0	0	0
H	10	7	7	25	15	5	2	5	10	22	30	6	5	3	13	3	2	4	3	3	9	10	6	9
M	5.9	4.8	3.6	11.4	4.2	2.3	1.5	1.6	3.7	6.2	18.8	2.9	3.4	1.8	3.3	1.1	.9	1.4	1.3	1.7	4.3	6.0	2.7	4.8
Md	5	5	3	10	2	2	1	1	4	4	19	3	3	2	2	1	1	1	1	2	5	6	3	5
Mo	5	5	2	12	2	2	1	1	4	3	25	3	3	2	3	1	1	1	1	2	5	6	3	6

Group C (N=9)

APPENDIX B-6: STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY ±1 FOR MEAN, MEDIAN AND MODE FY 1980

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M																								
Md																								
Mo																								

All States (N=50)

L																								
H																								
M				D																				
Md											D													
Mo	D	D							I	D	D										I			

Group A (N=21)

L																								
H																								
M				I	I						D													D
Md										I	D													
Mo			I						I		D													

Group B (N=20)

APPENDIX B-6 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I		D					I												D	
Md				I							I													I
Mo				I					I	D											I			I

Group C (N=9)

APPENDIX B-7: DIFFERENCE BETWEEN FY 1976 AND FY 1980 FOR STATE ADMINISTRATIVE ACTIVITIES THAT DIFFER BY +1 FOR MEAN, MEDIAN AND MODE

Activities in Sequence Order of Tables 14 Through 37

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M				I		I					D													
Md				I		I					D													
Mo										D	I											I		D

All States (N=50)

L																								
H																								
M				I						D	D											I		
Md				I		I					D													
Mo		D								D	D							D				I		D

Group A (N=21)

L																								
H																								
M				I		I					D													
Md						I					D													
Mo						I			I		D										D			D

Group B (N=20)

APPENDIX B-7 (Continued)

	Activities in Sequence Order of Tables 14 Through 37																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L																								
H																								
M	I			I							D					D								
Md				I							D													
Mo				I						D	D													

Group C (N=9)

APPENDIX C
Respondents' Comments

This appendix contains a listing of comments concerning implication of trends for state administration. Each set of comments follows a question statement to which the respondents were reacting.

Comments Concerned with Question One: If your estimates indicate an increase or decrease in state staff, please explain the reason for the change.

No increase except for one sex equality position and one director.

Certain accounting, library, certification and personnel staff are being moved from vocational to other divisions in FY 80.

Static.

The deduction from FY 77 to FY 78 was primarily caused by the transfer of the fire training program to the state fire marshall's office.

Relatively stable.

The increase in staff is due to the addition of a career information specialist and student help to assist in the activity.

Moderate increase to meet new federal mandates.

Enrollments FY 69-77 have increased. During FY 78, enrollments have leveled off and remained stationary. Staff will remain about constant.

Static.

Decrease - as salaries go up and the number of dollars remains constant.

The number of staff has remained fairly constant over the past two years and is projected to stay constant over the next several years.

It is imperative that there be an increase in funding sources for state administration; otherwise, vocational education will be greatly affected throughout the state, because the state staff is the nucleus of the vocational education system. We estimate an increase in state staff, due to the expansion and the commencement of new vocational education programs.

Increase due to mandates of the new law, such as accountability, evaluation and planning.

There will be a decrease in staff due to loss of federal support.

Staff has decreased during FY 75 through reorganization when five professional positions and two clerical positions were lost. Existing staffing should remain constant.

Constant.

We have a decrease in staff for FY 79 due to the new federal/state match requirement.

In 1978, EPDA goes under Subpart III adding one professional and one-half clerical. EEO, one and one-half professional, one clerical - in FY 79, industrial arts, one professional.

Currently, we're understaffed for administering the state plan. We are hopeful that the 1979 legislature will authorize more positions.

Maintain no change.

Reduction in federal funding for state administration that will cause a decrease.

Constant.

Not likely to have any increase. There is a freeze on filling vacancies as well as new positions.

The decrease in state staff positions from FY 76 to FY 78 is due to positions being transferred out of the vocational education division budget to other budgets. The service is being continued from new budgets.

The extensive data collection required in the new legislation and the additional monitoring and evaluation will require more staff than projected. It is anticipated that a cut in technical assistance will have to take place.

It is projected that state staff will stay constant or decrease on the basis of increased number of qualified local staff and the reaching of a plateau in secondary vocational education due to shrinking high school enrollments.

Constant.

We are unable to add state staff due to a state moratorium on hiring.

Increase in staff and reorganization from a bureau to a unit. Five percent CETA money for state administration.

The increase in state staff is due to the corresponding increase in administrative activities (planning, evaluation, data collection, reporting, etc.) resulting from P.L. 94-482. State funds have been requested for this staff increase; however, approval is felt to be unlikely.

We are projecting no increase at this time of our current FTE count.

Staff to remain constant, even though enrollment growth has greatly increased. Funding resources are limited. CETA staffing may grow due to federal legislative funding.

Constant - will not fill open positions, and there are fewer authorized positions open.

Will add staff - one on sex equality, one additional T&I and apprenticeship service.

Slight increase - sex equality consultant (P.L. 94-482) FY 78 and FY 80, one consultant to be requested. Half-time adult and half-time management information systems.

Federal mandates.

Reduction from FY 76 level in FY 78 reflects state reorganization.

Increase in staff is due to additional requirements of new vocational act.

State staff increase will be limited to requirements of federal legislation.

No increase. Legislature must approve increase in staffing and, to date, the legislature has disapproved any increase.

No increase in staff, support money to remain at the same level.

State staff will remain constant.

Comments Concerned with Question Two: If changes in federal and/or state laws have increased the workload for the state administration staff, please explain:

No increase in workload - only different directions for what is being done.

Considerable increase in data collection, processing, planning and evaluation workload.

Yes.

The increased emphasis on evaluation will have a significant impact upon state staff workload.

Yes. As FY 80 approaches, there will be an increase in time expended on planning and accountability tasks and less service in curriculum and subject areas.

The additional requirements of Public Law 94-482 for the development of a comprehensive state plan for vocational education in cooperation with a myriad of agencies, organizations and individuals have greatly increased the workload for the state administrative staff.

1976 Amendments cause increase in workload and expense, i.e., computer time and services.

Yes, sex equality in federal regulations.

Considerable increase in workload consisting of accountability, extended planning, five-year plan. Will have no additional personnel but will have to reorganize workloads.

Has increased dramatically. Vocational education data systems will have to contract for services. State effort will increase in accountability, evaluation and planning.

Greater accountability, increased number of vocational education programs, career education thrusts, linking efforts with other federal-mandated acts and greater involvement of lay and educational committees.

Yes - less staff members to save money.

The increase in data collection for all components of the vocational education data system and the accountability reporting as

well as the N.I.E. evaluation will have and will increase the amount of paperwork at both the state and local levels.

Data required has increased the workload for the state administrative staff.

Accountability, evaluation and planning.

Planning, accountability and evaluation are increasing the workload.

Federal legislation with its new reporting, planning and accountability reports are causing an increased workload. Due to the large additional state funds required for matching, additional state dollars are not available for staff expansion.

Workload is getting heavier. More information is required by the Federal Government concerned with statistics, evaluation, accountability and planning. No additional federal funds are forthcoming for the workload.

In order to carry out mandates of Public Law 94-482, there has been an increase in staff workload. Increased accountability, sex equity activities, evaluation procedures and planning processes have experienced increased emphasis under the new law.

Workload has increased.

The new federal requirement of 20 percent program evaluation each year on all programs over a five-year period puts an increased workload on our staff.

P.L. 94-482, Title 2, has increased considerably the state staff's workload in areas of planning, data collection, financial accounting, evaluation, elimination of sex bias and sex stereotyping and another deluge of proposal and project information from consulting firms with USOE contracts. We and the local districts need financial help on these layed on extras.

Change in the 1976 Act has increased our workload to a much greater extent. Requirements regarding the plan, the evaluation, sex bias, SOICC have increased our workload by at least 33 percent.

Increased workload in administrative tasks and decreased curriculum support.

New areas in federal laws and state mandates have increased the state administrative workload.

Increased legal requirements in data collection, evaluating, set asides and sex bias/stereotyping.

Yes - evaluation requirements, five-year planning requirements and more accountability. State is readjusting services.

Responsibilities and workload have and will increase considerably. This is due to additional requirements from state and federal legislation. Primary areas will be curriculum improvement, reporting, evaluation and state and local planning.

We have added a semiprofessional staff member to assist with the fiscal and budgeting section so that we can comply with the fiscal accountability and changed a professional and a clerical staff position responsibility to manage data on student enrollments and the follow-up studies.

Increased workload in planning, data research, data recording and evaluation.

Mandated involvement of various agencies, public hearings, annual and five-year state plan development has increased the workload. Heavier emphasis on financial and program accountability has increased the workload.

Yes. Federal requirements have increased work in planning, accountability and evaluation.

There is increased emphasis at both the state and federal levels in relation to accountability and planning. The additional staff time required for these activities has significantly reduced the effectiveness of technical/support services provided by the state office to local educational agencies.

No question; federal regulations have caused undo workloads in respect to compliance which limits our ability to actually serve our students and programs.

Yes, particularly in planning, accountability and evaluation.

Workload has increased in areas of planning, accountability, evaluation. No federal funds appear to be available for the cost of increased workload.

Yes - changing responsibilities for program monitoring.

Increased - state plan, five-year plan were horrendous. Never really had them completed until November 1, 1977.

Significant increase in sex equity, evaluation and reporting.

Federal laws have increased workload for state administrative staff because of the low level detail required in planning, accountability and evaluation.

Additional staff required for elimination of sex bias and carrying out requirements of accountability and evaluation and planning.

Increased volume and complexity of federal reporting requirements have adversely shifted workload from state and local issues to federal regulation interpretations and data collection and reporting.

Yes - increase in staff not allowed by legislature; must coordinate all state functions. Individuals have two-three responsibilities, e.g., DE-health-coop.

Workload has increased but cannot hire new personnel. Federal requests for accountability, evaluation and planning require time beyond present staffing. Suggest that vocational education goes back to the 1968 Amendments.

Workload has increased. Estimate an additional $1,900,000 needed to fulfill federal requirements for planning, evaluation and accounting.

Comments Concerned with Question Three: If there will be a change in funding sources for state administration, are you optimistic that an adequate program of state administration can be maintained? Yes _____ No _____. If no, please explain:

No. The transition from 20 percent in 78 to 40 percent in 79 was most difficult - nearly lost 26 FTE's.

Yes. The General Assembly increased state funds available for state administration, decreasing state funds available for local educational agencies by the same amount. This resulted in a release of the same amount of federal funds from state administration. This amount was applied to LEA's.

No. The Department of Finance is still unwilling to recognize the

full scope of the vocational program and limits its analysis to the federal support, rather than the total support for vocational education.

Yes. Vocational education is primarily a state function, and the state will insure an adequate program of state administration.

Yes. See no problem for 50/50 funding. Have legislative support.

No. Presently, state legislature would question size of staff - thrust by state government to decrease state staffing by not filling vacant positions.

Yes. I have to be to continue the work.

No. Legislature is not supportive for funding state administration.

No. Under new legislation, the new accountability and planning emphasis will necessitate "shortchanging" some of the leadership and adequate monitoring necessary for effective programming.

No. Legislature is negative.

No. Not with the new reporting requirements being proposed.

No. State legislatures are getting very touchy about the Federal Government mandating many extra administative layons, and then expecting the state to pick it up at the state level. State budgets are tight, and tax cries are loud.

No. Even with the above additional professionals for 1980, we will be unable to administer the program in an efficient and responsible manner. Many administrative factors will receive only superficial attention.

No. There is a reluctance by the state legislature to fund vocational education.

Yes. Answer assumes that maintenance will be at a quality level and meeting needs -- this will not be the case.

No. With increased workload and state fiscal restraints, will have to redistribute existing staff according to new priorities.

No. State support for administration will not be possible beyond

the 50 percent level. The limitation on property taxes may jeopardize continued state support.

Yes. State has passed a bond issue to support a vocational education administrative unit.

No. A change in funding source would provide additional funds, under Subparts 2 and 3, for Vocational Programs/Support Services. Additional federal funds are needed to finance the increase administrative burden resulting from P.L. 94-482 (i.e., planning, evaluation, data collection, reporting, etc.).

No. The term "optimistic" bothers me; we must remain optimistic but I am concerned of management overloads which will limit our optimism. We are limited by the legislature to hire additional personnel.

Yes. Have state legislative support.

No. Not optimistic. If trend continues, could be out of business.

No. We are at a dangerously low staffing level base currently. Any adverse change could impact state level administration even more than the P.L. 482 did in FY 1978.

No. For FY 79, the state has had to leave two staff and two secretarial positions vacant in order to comply with 60/40 matching requirements. Also, it depends on changes.

No. Don't have adequate staff - may decide not to accept federal money. Will operate only foundation program.

No. Not at present level of staffing can we do the job we want to do.

No. Federal or state support will not increase in ratio to workload. Our state has a program for vocational education which does not use federal dollars.

APPENDIX D
List of Respondents and Advisory Committee Members

This appendix contains a listing of respondents to the inquiry document. A second name under the state director identifies an individual who assisted in providing data for this study.

- Alabama
  - Mr. T. L. Faulkner
  - Dr. James R. Bishop
- Alaska
  - Mr. Glenn Erickson
- Arizona
  - Mr. William J. Anderson
- Arkansas
  - Mr. Luther S. Hardin
- California
  - Mr. Samuel L. Barrett
  - Mr. Roland M. Boldt
- Colorado
  - Dr. William D. Woolf
  - Mr. Lloyd Lawson
- Connecticut
  - Dr. Clarence M. Green
- Delaware
  - Mr. Donald E. Dunkle
- Florida
  - Mr. Joe D. Mills
- Georgia
  - Dr. Joseph Freund
- Hawaii
  - Dr. Samson S. Shigetomi
- Idaho
  - Mr. Larry G. Selland
- Illinois
  - Mr. James R. Galloway
- Indiana
  - Dr. Don K. Gentry
  - Mr. Richard B. Tully
- Iowa
  - Mr. William O. Schuermann
- Kansas
  - Mr. Dean M. Prochaska
- Kentucky
  - Mr. Billy Ray Howard
  - Mr. Don Coffman
- Louisiana
  - Mr. N. J. Stafford, Jr.
  - Dr. Merline T. Broussard
- Maine
  - Mr. Elwood A. Padham
- Maryland
  - Dr. Daniel B. Dunham
  - Mr. David Kimbell

- Massachusetts
  - Dr. David F. Cronin
  - Mr. John McIntosh
- Michigan
  - Dr. Addison S. Hobbs
  - Mr. Arnold Loomis
- Minnesota
  - Mr. Robert P. Van Tries
  - Mr. Hal Birkland
- Mississippi
  - Dr. Joseph W. Lewis
  - Mr. Donald E. Milner
- Missouri
  - Mr. B. W. Robinson
- Montana
  - Dr. Larry C. Key
- Nebraska
  - Mr. Glen H. Strain
- Nevada
  - Mr. R. Courtney Riley
- New Hampshire
  - Dr. Duane I. Pierce
- New Jersey
  - Mr. William Wenzel
  - Mr. W. B. Musselman
- New Mexico
  - Ms. Wilma Ludwig
- New York
  - Mr. Gerald L. Freeborne
  - Ms. Doris L. Belton
- North Carolina
  - Dr. Charles J. Law, Jr.
- North Dakota
  - Mr. Carrol E. Burchinal
  - Mr. Norbert Mayer
- Ohio
  - Dr. Byrl R. Shoemaker
  - Mr. R. D. Balthaser
- Oklahoma
  - Dr. Francis T. Tuttle
  - Mr. Charles Hopkins
- Oregon
  - Mr. Monty Multanen
  - Mr. Eugene T. Vinarskai

- Pennsylvania
  - Dr. John W. Struck
  - Mr. Norman Orndorff
- Rhode Island
  - Dr. Frank M. Santoro
- South Carolina
  - Mr. L. L. Lewis
  - Mr. Gary J. Lashway
- South Dakota
  - Mr. David S. Bonde
- Tennessee
  - Mr. John T. Leeman
- Texas
  - Mr. Cadar Parr
  - Mr. Oscar Milikan
- Utah
  - Mr. Walter E. Ulrich
- Vermont
  - [illegible]. Arthur W. Ericson
- Virginia
  - Dr. Melvin H. Garner
- Washington
  - Mr. Homer J. Halverson
- West Virginia
  - Mr. Clarence Burdette
  - Mr. James E. Slamick
- Wisconsin
  - Mr. Eugene Lehrmann
  - Mr. Roy V. Ustby
- Wyoming
  - Mr. Richard W. Rowles

ADVISORY COMMITTEE MEMBERS

Samuel L. Barrett
State Director
Vocational Education
State Department of Education
Sacramento, California

Roland M. Boldt
Administrator
Vocational Education Field Operations Section
Sacramento, California

Gerald D. Cresci
Special Assistant to the Chancellor for Occupational Education
California Community Colleges
Sacramento, California

Donald W. Fowler
Assistant State Director
Vocational Education
State Department of Education
Sacramento, California

William G. Gordon
Specialist
College Services
California Community Colleges
Sacramento, California

Ralph E. Matthews
Specialist
Program Evaluation and Approval
California Community Colleges
Sacramento, California

Richard S. Nelson
Administrator
Vocational Education Support Services Section
State Department of Education
Sacramento, California

J. Winston Silva
Specialist
Administration of Justice
California Community Colleges
Sacramento, California

Ex Officio

Melvin L. Barlow
Professor Emeritus
University of California
Los Angeles, California

Erick L. Lindman
Professor Emeritus
University of California
Los Angeles

APPENDIX E
Study Documents

This appendix contains documents used in contacting and working with state directors for vocational education. These documents consist of letters, definitions and the inquiry form used in gathering data for the study.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF EDUCATION
LOS ANGELES, CALIFORNIA 90024

April 14, 1978

To: State Directors of Vocational Education

From: Mel Barlow
Emeritus Professor
Graduate School of Education, UCLA

Subject: An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482

Dr. David Allen and I are attempting to put together some information from all of the states that will help to focus attention upon the problems on a national basis experienced by the states in administering the Vocational Education Amendments of 1976. This information, when received from all the states, will indicate a range of suggestions for changes in legislation needed and related to the sections of the Act under study.

As many of you know, I have been involved, in one way or another, in studies of federal legislation for nearly 20 years. I feel keenly the importance of state administration of vocational education and believe that the present legislation can be improved materially. But I need your help, because it is impossible for one person to have intimate knowledge of all the unique problems in each of the states for state administration.

I hope that you will consider this request for information as an "urgent" matter and return the material to us as soon as possible.

Sincerely,

Mel

Melvin L. Barlow

MLB/js

Enclosures

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 13, 1978

TO: State Directors of Vocational Education

FROM: Samuel L. Barrett, State Director of Vocational Education (916/445-3314)

SUBJECT: Study of the Effects of Reducing Federal Funding for State Administration

Your assistance in having the enclosed questionnaire completed and returned quickly may help the states in obtaining relief from the reduction of the federal contribution toward the funding of state administration. Your input will be utilized in formulating proposed adjustments to these federal restrictions.

This study is designed to help the states; but, before this help can be provided, there is a desperate need for your input. I hope that you will consider this study important enough to provide the information requested.

Thank you for your cooperation.

SLB:mr
Enclosure

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SANTA BARBARA · SANTA CRUZ

UNIVERSITY OF CALIFORNIA EXTENSION
DIVISION OF VOCATIONAL EDUCATION
VOCATIONAL EDUCATION TEACHER EDUCATION
10995 LE CONTE AVENUE, ROOM 614
LOS ANGELES, CALIFORNIA 90024

May 17, 1978

To: State Directors of Vocational Education

From: Mel Barlow
Emeritus Professor
Graduate School of Education, UCLA

Subject: An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482

This is a follow-up plea to obtain your assistance in completing and returning the yellow questionnaire sent to you on April 14, 1978. In order to prepare evidence necessary for technical amendments and 1980-81 vocational education legislation, we need your input. The problems of excess costs, 80-20 funding restrictions and funding for state administrative activities cannot be improved through legislation if you do not respond. We need your help so that more equitable vocational education legislation can be obtained.

I hope that you will consider this request for information as an "urgent" matter and return the yellow questionnaire within the next ten days. If you need any assistance, call Jim Reid, (202) 737-3722, or David Allen, or me, at (213) 825-7909.

Sincerely,

Mel

Melvin L. Barlow

MLB/js

cc: James L. Reid

DIRECTIONS

1. Write responses to the information requested on the yellow sheet. Note that there are three sections requiring responses:

   1. State Administration and Staffing

   2. Interpretation of Trends

   3. State Administration Activities

2. Provide the information requested under "State Administration Funding and Staffing."

3. Use definitions for clarification of terms in this area.

4. Answer questions under "Interpretation of Trends." If more space is needed for any of the questions, you may attach a separate sheet.

Note: If special strategies are to be used in obtaining funds, it would be appreciated if they could be given to us.

5. Provide the information requested under "State Administration Activities."

6. Use definitions to clarify phrases. You will note that the definitions are listed in the same order as the phrases on the yellow sheet.

7. Return the yellow sheet and any additional informational sheets in the self-addressed envelope provided.

Note: It would be appreciated if we could receive your response by May 12, 1978. Thank you very much.

DEFINITIONS

The following definitions are listed in the order that appear on the questionnaire.

1. STATE ADMINISTRATION FUNDING AND STAFFING

. State administration - the formulation and carrying out of all the comprehensive activities of the State Plan at the state level (does not include the local level).

. State staff - all full and part-time professional, semi-professional and clerical personnel who are employed to perform the activities and services of vocational education state administration.

. Professional staff - individuals having experience and training as professional educators to carry out the services and activities of vocational education state administration.

. Semi-professional staff - trained personnel, such as computer operators, programmers, accountants, etc., who carry out ancilliary services in the performance of vocational education state administration.

. Clerical staff - individuals who perform clerical, secretarial and office activities necessary in carrying out the services and activities of state administration.

2. STATE ADMINISTRATION ACTIVITIES

. Maintaining management planning - consists of activities of developing the five-year plan, career education planning and assisting LEA's with five-year planning.

. Maintaining fiscal planning - consists of activities concerned with the state program plan, annual accountability report, assisting LEA's with applications, plans and reports.

. Maintaining comprehensive planning - may involve advisory committees and/or consultants in developing research or goals or missions to be undertaken by state administration.

. Maintaining accountability and evaluation - the monitoring, auditing, reviewing and evaluating of vocational education.

. Providing curriculum services - the coordinating, articulating, consulting, supporting and developing of vocational education curriculum instructional materials, as well as materials for students with special needs, elimination of sex bias/sex stereotyping, guidance and youth groups.

. Eliminating sex bias/sex stereotyping - complying with the regulations of Public Law 94-482 and other federal and state regulations concerned with sex bias/sex stereotyping, discrimination against women and efforts toward infusing more women into high level positions in vocational education.

. Consulting with state advisory committee - the activities involved with working with the state advisory committee for vocational education.

. Creating awareness of vocational education - the activities concerned with informing all residents within the state about vocational education.

. Carrying out board policies - the necessary activities to carry out board policies.

. Providing technical assistance for operations and compliance - assisting LEA's in planning, evaluating and complying with regulations as well as consulting services.

. Providing technical assistance to subject areas of vocational education - provide expertise to specific subject areas within vocational education.

- Providing for programs for the handicapped - services provided to local educational agencies for programs for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impairments that require special education and related services and because of their handicap cannot succeed in the regular vocational education program without assistance.
- Providing for programs for the disadvantaged - persons (other than handicapped) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.
- Providing for exemplary and innovative programs - programs designed to develop high-quality vocational education programs for urban centers, rural areas, migrating farmers, individuals with limited English-speaking ability, as well as developing career awareness in elementary, secondary and post-secondary schools.
- Providing for vocational guidance and counseling - the initiation, implementation and improvement of high-quality vocational guidance and counseling programs and activities.
- Assisting and/or coordinating vocational education preservice teacher education - teacher education activities designed to prepare vocational education teachers prior to employment in a school.
- Assisting and/or coordinating vocational education inservice teacher education for credentialing - specifically designed programs of teacher education used with teachers who have transited from an occupation into education and thereby receive their teacher education while employed in a school.
- Assisting and/or coordinating inservice education activities for upgrading - activities and services designed to upgrade a vocational education teacher's technical knowledge and/or skill and/or improve curriculum content and instructional methods and techniques. May also be in related areas of vocational education and may be designed for supervisors or administrators.
- Conducting staff development activities - the activities designed for the development of state staff.
- Providing research services - promote, support, assist, monitor, evaluate and disseminate vocational education research.
- Gathering, analyzing and disseminating data - provides information for program management information system including data and information of labor market supply and demand that can be disseminated to local educational agencies, state agencies and the federal government.
- Controlling fiscal expenditures - the receiving, allocation, disbursing and monitoring of funds used for vocational education within the state.
- Carrying out mandates - the activities and services carried out by state administration as a result of federal and state legislation or regulations.
- Managing state administration related functions - all activities associated with the maintenance and operation of the state administration staff.

1. STATE ADMINISTRATION FUNDING AND STAFFING

In the spaces below, please provide the data requested for each fiscal year.

	REPORTED USOE	ESTIMATED FOR:			
	FY 76	FY 77	FY 78	FY 79	FY 80
. Estimated total dollars spent for state administration of Vocational Education.					
. Estimated total dollars spent for all Vocational Education programs.					
. Percent of funds expended for state administration of Vocational Education derived from following sources:					
Federal Government ...					
State Government					
Other					
. Number of staff members devoting full-time to state administration of Vocational Education:					
Professional					
Semi-Professional ...					
Clerical					
. Full-time equivalent of additional staff devoting part-time to state administration of Vocational Education:					
Professional					
Semi-Professional ...					
Clerical					

2. INTERPRETATION OF TRENDS

. If your estimates indicate an increase or decrease in state staff, please explain the reason for the change: (If more space needed, attach separate sheet).

. If changes in federal and/or state laws have increased the workload for the state administration staff, please explain:

. If there will be a change in funding sources for state administration, are you optimistic that an adequate program of state administration can be maintained? YES_____ NO_____
If NO, please explain:

(OVER)

3. STATE ADMINISTRATION ACTIVITIES

Please indicate, to your best estimate, the percentage of time devoted to the following listed services or activities by state staff due to federal and state laws and regulations and local requests. Each column must total 100%. Write in additional activities in the spaces provided. Use definition sheet to clarify scope of listed activities. Leave blank services or activities not provided.

Type of Service or Activity	Estimated Percentages per Activity				
	FY 76	FY 77	FY 78	FY 79	FY 80
Maintaining Management Planning					
Maintaining Fiscal Planning					
Maintaining Comprehensive Planning					
Maintaining Accountability and Evaluation					
Providing Curriculum Services					
Eliminating Sex Bias/Stereotyping					
Consulting with State Advisory Committee					
Creating Awareness of Vocational Education					
Carrying Out Board Policies					
Providing Technical Assistance for Operations and Compliance					
Providing Technical Assistance to Subject Areas of Vocational Education					
Providing for Programs for the Handicapped					
Providing for Programs for the Disadvantaged					
Providing for Exemplary and Innovative Programs					
Providing for Vocational Guidance and Counseling					
Assisting and/or Coordinating Vocational Education Preservice Teacher Education					
Assisting and/or Coordinating Vocational Education Inservice Teacher Education for Credentialing					
Assisting and/or Coordinating Inservice Education Activities for Upgrading					
Conducting Staff Development Activities					
Providing Research Services					
Gathering, Analyzing, and Disseminating Data					
Controling Fiscal Expenditures					
Carrying Out Mandates					
Managing State Staff and Related Functions					
_____					
_____					
_____					
_____					
TOTAL PERCENT:	100%	100%	100%	100%	100%

IF YOU WOULD LIKE TO HAVE A COPY OF THE TABULATION OF THIS INQUIRY, PLEASE CHECK HERE: _____

INFORMATION SUPPLIED BY: NAME _____ POSITION _____

DATE _____ TELEPHONE NO. (___) _____ STATE _____